



Ministry  
of  
Education

Authorized by the Minister of Education  
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George R. Podrebarac, Deputy Minister

Curriculum Guideline

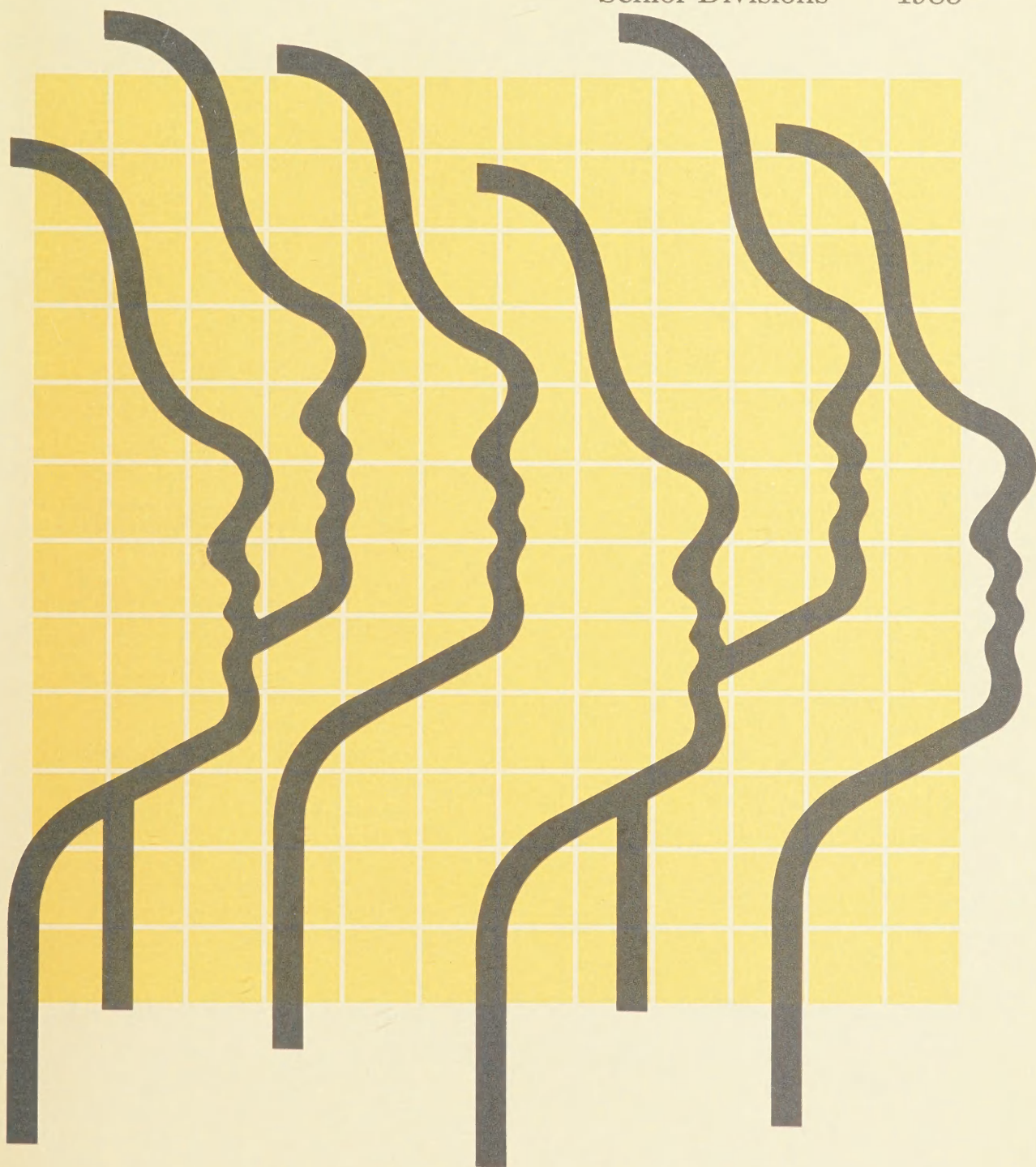
*M. Maynard*

# *Personal Life Management*

Intermediate and  
Senior Divisions

1985

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# Acknowledgements

This guideline was developed by the persons whose names are listed below.

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The draft document was field-tested during the 1982-83 school year at the following schools:

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Bawating Collegiate and Vocational School  
Sault Ste. Marie  
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Brookside School  
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Caledon Secondary School  
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# Introduction

**Personal Life Management** is a curriculum guideline for the development of modules of study for secondary school students in the Intermediate and Senior Divisions (Grades 9 to 12) and for students involved in continuing education. The program in personal life management consists of the twelve discrete modules outlined in this guideline.

**Life management** is defined as “the conscious directing of one’s life in accordance with one’s values and goals, in the context of the common good”. It is intended that a program in personal life management developed from this guideline will enable students to acquire the knowledge and competencies they will need to manage their personal lives with satisfaction and meaning. As well, the program can be helpful, particularly in small schools, in providing an opportunity for students to explore a range of content areas in short periods of time.

The focus of the program is on the management of personal life; the approach in the classroom centres on the application of knowledge and competencies to personal life and the interrelationship of the various kinds of knowledge needed for the successful management of personal life. Students will be actively involved in “doing” and “thinking”.

Our society is changing at a rapid pace and is becoming increasingly complex. Students today are faced with a variety of significant social phenomena, such as technological and economic transformation, varied family patterns, an aging population, new intergenerational relationships, and changing lifestyles.

Within this context a student should have the opportunity to acquire the knowledge and competencies needed to manage his/her personal life so that it may be productive, satisfying, and not unduly stressful.

This opportunity is provided within the parameters of this guideline.

## Codes

The following common codes apply to courses developed for credit from this guideline.

Code	Title	Abbreviation
NMA	Life Management–Aesthetics	LM-Aesth
NMC	Life Management–Career Planning	LM-Car Pl
NMD	Life Management–Decision Making	LM-Dec Mak’g
NME	Life Management–Entrepreneurship	LM-Entrepren
NMG	Life Management–Aging	LM-Aging
NMH	Life Management–Home Maintenance and Care	LM-Home Care
NML	Life Management–Law	LM-Law
NMM	Life Management–Resources Management	LM-Res Manag
NMN	Life Management–Nutrition	LM-Nutrition
NMP	Life Management–Parenting	LM-Parenting
NMR	Life Management–Human Relations	LM-Hum Relat
NMT	Personal Life Management	Per Life Man
NMW	Life Management–Well-Being	LM-Well-Be’g

It should be noted that credits achieved may be recorded on the transcript as modules or may be recorded as a combined total using the code “NMT”.

# Part One: Policy

*This section of the guideline sets out Ministry of Education policy in regard to the personal life management program. It outlines the purpose of the program, the aims of the program, credit allocation, program content, time allocation, optionality, classroom approach, local decisions, and eligibility for use as credit requirements for the Ontario Secondary School Diploma.*

## ***Purpose of the Program***

The purpose of the personal life management program is to enable students to manage their personal lives in a satisfying way, with meaning to themselves, and within the context of the common good.

## ***Aims of Personal Life Management Programs***

Programs in personal life management shall provide opportunities for students to:

1. develop an awareness of (a) the kinds of knowledge and competencies needed for the successful management of their own lives, (b) the interrelationships of these kinds of knowledge and competencies, and (c) the ways in which these kinds of knowledge and competencies may be used for the common good as well as for their own well-being;
2. acquire, develop proficiency in the use of, and apply this knowledge and these competencies;
3. develop the techniques of reasoning and decision making;
4. examine and reflect on their value systems, attitudes, personal goals, and lifestyles; and learn to manage their lives in the context of both their personal values and goals and the values and goals of the community;
5. develop the ability to cope with the exigencies of a changing society, be useful and effective persons, and achieve personal satisfaction in their lives;
6. further the development of their self-concept and self-esteem, and their regard for others.

All modules should also help to develop the students' competence in language usage and their awareness of the role of values in life management.

## ***Credit Allocation***

A student may earn up to four credits in personal life management towards the Ontario Secondary School Diploma. These four credits shall include a single study of each of the twelve modules.

## ***Program Content***

Any modules offered for credit must be within the parameters of the rationale, intent, objectives, and content of the modules outlined in part two of this guideline.

Additional modules may be offered provided (a) that the modules meet the following criteria: adherence to the purpose and goals of the guideline; significance for the management of personal life; use of an experiential, practical approach; and (b) that school board approval has been secured.

## ***Time Allocation***

A minimum of thirty hours and a maximum of forty hours must be allocated to each module offered for study. Each module offered will have a one-quarter or a one-third credit value.

## ***Optionality***

All modules are optional for credit towards the Ontario Secondary School Diploma.

## ***Classroom Approach***

The classroom approach should be experiential and practical. The suggestions in parts four, five, and six are intended to be of assistance to the teacher in using this approach in the classroom. These suggestions may also be used as a resource for the planning of a life skills approach in other subject areas.

## ***Local Decisions***

Because personal life management is a program related to a number of different subject areas, the selection of teachers should be made from across the entire staff; thus, there could be a different teacher for each module. In making these assignments of staff, the principal should consider a teacher's affinity for, and capabilities in, an experiential, practical, and interactive mode of teaching; appropriate knowledge base; and interest in the program.

The decisions made in regard to the selection, the grade placement, and the sequencing of the modules to be offered are at the discretion of the principal.

## ***Eligibility of Courses for Credit Towards the Ontario Secondary School Diploma***

Any course developed from this guideline and offered in the Senior Division is eligible for use as the Senior Division social science credit that is required for the Ontario Secondary School Diploma.

# *Part Two: Modules for Study*

*Part two outlines the rationale, intent, objectives, and content for each of the twelve modules that make up the personal life management program.*

# Aesthetics

## Rationale

To live fully, an individual requires an involvement in aesthetic pursuits, which nourish the often-neglected spiritual side of one's nature. An aesthetic awareness can provide students with a key to increased enrichment and pleasure throughout life.

## Intent

It is the intent of this module to develop in students a confidence in their ability to respond with sensitivity to nature and to the arts, which speak to the intangible and the spiritual dimensions of living. In this context, *responding* includes participating and creating, as well as feeling.

It should be noted that this module is concerned with things that are intangible but not imperceptible; with those qualities of things, events, and activities that communicate meaning and mood, rather than with technical qualities; and with stimuli that influence our emotions and our perceptions of the world.

## Objectives

Students will be given opportunities to:

- experience and respond to the aesthetic in the world around them;
- develop an appreciation for the nature of the world around them and for the place of the individual in that world, an awareness of the aesthetic in everyday things, and an awareness of the interrelatedness of things and people;
- discover abilities of their own in the arts, which they may wish to pursue further or develop more fully;
- add another dimension to their daily life and leisure-time activities;
- develop an appreciation for sharing an aesthetic experience with others.

## Content

The content of this module consists of the students' exposure to, experiencing of, and response to the various aesthetic aspects of their environment.

The aesthetic aspects of the environment chosen as content for this module might include a broad sampling of items such as the following: nature (sunset, the night sky, a thunderstorm, the fragrance of flowers, the landscape, the lakeshore), music, architecture, ballet, modern and popular dance, theatre, visual arts, literature, gymnastics, photography, artifacts, gardens, clothing, food, home decoration, technology, tools, modern media (film, TV, radio, newspaper, magazines), heritage buildings, town planning.

Through aesthetic experiences, and their sensual and emotional response to these experiences, students could be introduced to such concepts as repetition, contrast, unity, texture, balance, colour, harmony, intensity, line, proportion, dominance, timbre, space, shape, pattern, development, form, design, and symmetry. Standards of taste and excellence can be

developed as students gradually acquire the ability to perceive, distinguish among, and appreciate the qualities inherent in each art form or aesthetic experience.

The general areas of content in this module could be selected and organized in a variety of ways, of which the following is one:

### 1. The nature of "the aesthetic"

- perception of beauty
- personal preferences: some reasons
- sensory awareness

### 2. Colour in one's world

- impact of colour
- colour choices

### 3. Music in one's world

- aesthetic qualities of music and song
- variety and preferences

### 4. Dance in one's world

- kinds and functions of dance
- effect of environment and costume on dance forms

### 5. Architecture in one's world

- appeal and design of buildings in the community

### 6. The creation of beauty in one's everyday life

- the creation of beauty in various aspects of everyday life – living space, clothing, recreation, food – through the use of colour, sound, materials, arrangement (e.g., of space, flowers)



# Aging

## **Rationale**

Although aging is a natural human process, society often seems to have an unrealistic and stereotypical image of the elderly. Young people seldom consider what aging means, both to others and to themselves; as well, they seldom interact with the elderly and often fail to develop an understanding of other generations. An understanding of aging can contribute to one's understanding of other generations and of oneself.

## **Intent**

It is the intent of this module to help students gain an understanding of the process of aging, of the changes that aging brings to persons, of the fact that others are persons regardless of their age, and of the ways in which they will need to accommodate their lives to their own aging.

## **Objectives**

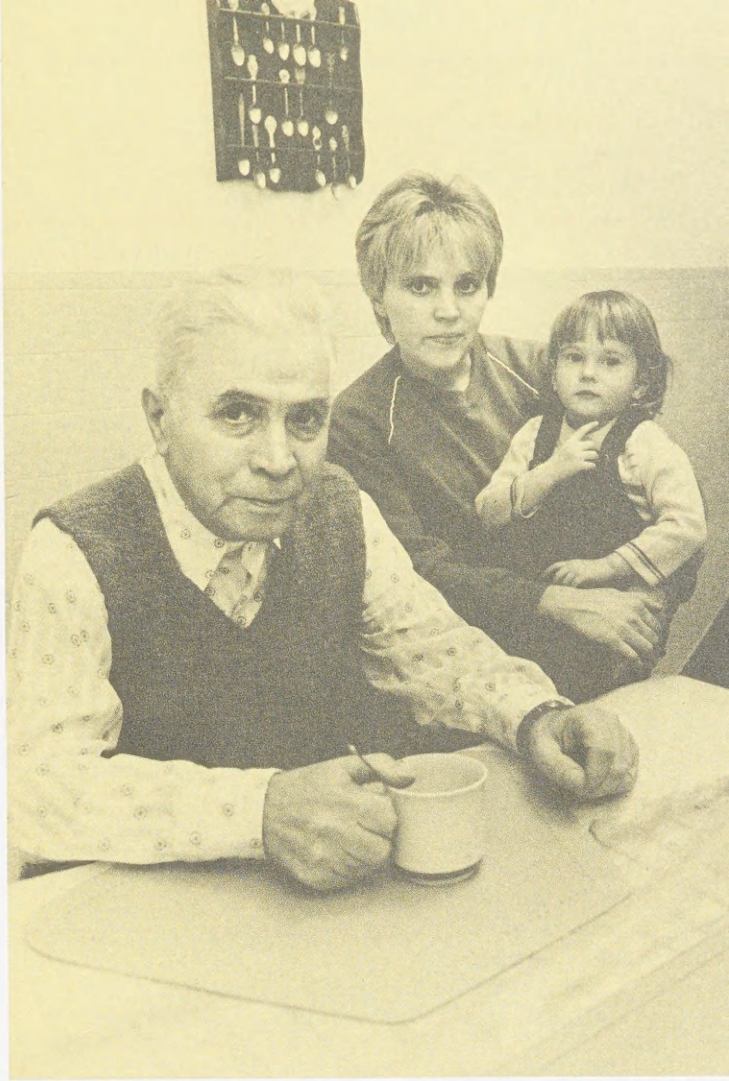
Students will be given opportunities to:

- recognize aging as a natural process;
- understand some physical, psychological, and social aspects of aging;
- understand how family relationships and personal needs evolve with the aging process;
- recognize the way in which technology and community support services assist in accommodating the aging process;
- recognize the influence of culture on the concept of aging.

## **Content**

### **1. The aging process**

- physical aspects: change in sensory functioning, factors influencing change in sensory functioning; change in kinesthetic functioning, factors influencing change in kinesthetic functioning; change in body functioning and shape, factors influencing change in body functioning and shape; the role of genetics and of the environment in physical aging
- psychological aspects: growth of self-concept, need for independence and privacy, competence in problem solving
- social aspects: health, living arrangements, family, interpersonal and intergenerational relationships, social and religious fellowship, tradition and culture
- accommodating the aging process: technological and medical innovations, housing adaptations, personal care



### **2. Support services in the community**

### **3. Bereavement**

- loss, death, and bereavement
- traditions: family, social, and religious behaviour; cultural influences

### **4. Perceptions of aging**

- influence of culture and religion
- stereotypes and reality

# Career Planning

## **Rationale**

An individual's ability to achieve evolving career goals, to adapt to changes in society, and to respond to unanticipated events will be affected by the nature and quality of his/her career planning.

## **Intent**

It is the intent of this module to help students (a) become aware of the kinds of planning to be undertaken and of the personal and societal conditions that could affect such planning, and (b) become proficient in the competencies needed in career planning.

## **Objectives**

Students will be given opportunities to:

- identify and practise the competencies needed in career planning;
- become aware of the importance of identifying alternatives and of exercising choice in career planning;
- understand how economic and technological change can affect career planning;
- understand the relationship between career planning and lifestyle;
- understand the relationship, and the difference, between long- and short-range planning.

## **Content**

### **1. Nature of career planning and of career pathing**

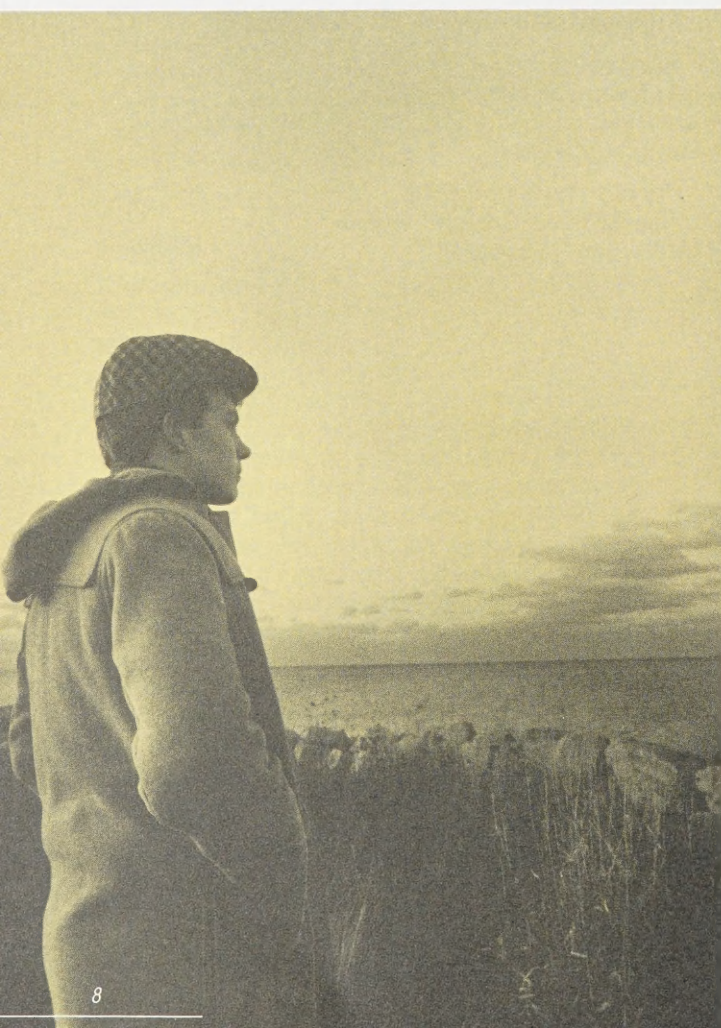
- considerations in career planning: aptitudes, interests, temperament, personal attributes; feasibility of possible careers; constraints; values, preferences, and lifestyle
- considerations in career pathing: career goal; experience and qualifications; work habits; economic conditions; finances, mobility, and family situation; action steps and time lines; harassment, discrimination, and advancement
- relationship between career planning and career pathing

### **2. Charting a career path**

- identification of short-range and long-range goals
- identification of the experience and qualifications needed to achieve goals
- identification of, and planning for, the kinds of experience and knowledge to be acquired
- identification of appropriate role models and examination of their career paths
- preparation of an action plan
- acquisition of competencies needed in following the career path: collecting and analysing necessary information, conducting a job search, filling out an application form, writing a résumé and a letter of application, using an interview effectively, obtaining references, planning for exigencies

### **3. Career change**

- bases for career change: personal situations, work situations, societal changes, technological changes
- speculating about career opportunities
- role of continuing education



# Decision Making

## **Rationale**

Everyday living requires the making of decisions; the quality and appropriateness of such decisions can affect an individual's well-being.

## **Intent**

It is the intent of this module to help students to understand the process of, and to acquire some competence in, decision making.

## **Objectives**

Students will be given opportunities to:

- develop an awareness of the advantages of conscious decision making in relation to their personal well-being and life satisfaction;
- understand the process of decision making;
- acquire competence in decision making in life situations;
- experience the enjoyment of creative decision making;
- become aware of the need to accept responsibility for the consequences of personal decisions.

## **Content**

### **1. Influences on an individual's own decision making**

- the individual's own values, goals, resources, standards, unique needs and wants, and their effect on decision making
- the individual's own family: lifestyle, life cycle, background, size and structure, and the effect of these on decision making
- the individual's societal environment: interacting systems (economic, socio-cultural, political, environmental) and their effect on decision making

### **2. A decision-making process**

- the identification and definition of the situation or problem; the gathering of relevant and significant information; the identification of alternative decisions; the weighing of alternatives (consideration of criteria, risks, priorities, feasibility); the selection of an alternative; action based on the selection; evaluation of results, consequences, and the process

### **3. Creativity in decision making**

- brainstorming of alternatives
- components of creativity: open-mindedness, knowledge, flexibility, adaptability, curiosity, originality, variety, inventiveness

### **4. The relationship of decision making to quality of life**

- well-being and life satisfaction

### **5. Resources to assist decision making**

- human (inherent in people): time; energy; health; interests; competencies; talents; attitudes; information; knowledge/understanding; personal attributes (willingness to take risks, moral courage, creativity, sense of humour, sense of joy)

- non-human: income, assets, home, material possessions
- individual resources: unique personal combination of human and non-human resources
- family resources: cluster of individuals making a unique group or system
- community resources: human (expertise and skills, knowledge and understanding, religious and spiritual guidance); non-human (libraries, museums, parks, recreational facilities, shopping facilities, judicial system, education system, transportation system)

### **6. Decision-making style**

- kinds of styles: focus on detail, deciding on impulse, letting the environment decide, use of logic, procrastination, use of intuition, avoidance of the issue

### **7. Classification of decisions**

- individual (affecting one person); group (affecting a number of persons); central (crucial to the decision maker); satellite (generated by a central decision); chain (sets in motion sequential decisions); habitual (based on customary practice); snap (made rapidly); intuitive (made because of an inner sense that the decision is appropriate)

### **8. Problem arenas**

- arenas for decision: personal, peer, family, educational, social, moral, economic



# Entrepreneurship

## Rationale

There are persons who by nature or inclination are suited for self-employment; there are needed goods and services that can be provided by an individual operating a small enterprise in a community; larger businesses need persons with ingenuity, initiative, and a readiness to take risks (in other words, an entrepreneurial spirit). The hazards of the marketplace require that entrepreneurs know how to survive.

## Intent

It is the intent of this module (a) to help students become aware of the kinds of planning and activities needed for the initiation and maintenance of a successful enterprise, and (b) to provide an opportunity for students to develop competence in such planning and experience in carrying out their plans.

## Objectives

Students will be given opportunities to:

- understand what an enterprise is and what an entrepreneur is;
- become aware of the considerations involved in setting up and operating an enterprise;
- become aware of the relationship between lifestyle and an enterprise;
- identify and practise the skills needed for the setting up and operation of an enterprise.

## Content

### 1. The entrepreneur and enterprise

- definitions: *entrepreneur*, *initiative*, *enterprise*
- the qualities and competencies of an entrepreneur
- the role of initiative in enterprise
- the nature of an enterprise
- the relationship between lifestyle and the enterprise: choosing an enterprise
- the development of an image: considerations

### 2. Planning an enterprise

- coming up with an idea for an enterprise
- obtaining support for the idea
- identification of demand: the consumer (age, sex, income, location); immediate return and future potential; seasonal or year-long demand; growing or contracting market; competition
- development of the product or service
- use of the expertise of others; acquiring expertise



### 3. Managing an enterprise

- legal considerations relative to the size and nature of the enterprise
- financing the enterprise: the need for money (capital and operational costs); securing money (sources, submissions); managing finances (planning, accounting, and cash flow)
- promotion
- ethical considerations
- establishing public confidence in the product or service

### 4. Expanding the enterprise

- reasons for expansion
- consequences of expansion: change of premises; financing; ownership considerations (e.g., partnership, incorporation); staffing (e.g., production and support services, wages and employee benefits, employee relations)
- effect on lifestyle

# Home Maintenance and Care

## Rationale

The enjoyment of one's home can be affected by the kind of planning involved in creating an aesthetic environment and in caring for the home, and by the level of care taken in maintaining the home and its facilities. The effective, everyday care of a home requires knowledge and a measure of competence in the necessary skills.

## Intent

It is the intent of this module to provide students with an opportunity (a) to become aware of what is involved in creating the home environment and in maintaining its equipment and facilities, and (b) to acquire some basic knowledge and expertise in these everyday matters.

## Objectives

Students will be given opportunities to develop:

- an awareness of the kinds of activities, knowledge, and skills involved in caring for a home;
- an awareness of how to identify problems;
- the ability to evaluate the quality of the task performed;
- the basic skills required in creating and maintaining a suitable home environment;
- an awareness of good safety practices in the home;
- a minimum level of independence in basic home care.

## Content

### 1. Creating the home environment

- considerations in making a home liveable: colour, order, cleanliness, temperature, lighting, function, space, safety, other
- decor: treatment of windows, walls, floors, space; use of furniture, pictures, ornaments, plants
- storage: shelving, hooks, drawers, closets for ongoing and seasonal use
- adjustment of one's living quarters to one's physical characteristics and to changes during one's life span

### 2. Safety, security, and energy-conservation considerations

- safety: fire (prevention, detection, extinction); water (safe practices and situations); electricity (safe practices and situations); gas (detection); hazardous substances and situations
- security: ongoing, during absence
- energy conservation: heating and air conditioning, provision of hot water, lighting, appliance use

### 3. General maintenance

- areas of need and kinds of action
- common repairs: fuses, circuit breakers, leaking faucets, running toilets, faulty electrical plugs and cords
- ongoing upkeep: small appliances (cleaning, oiling, sharpening); doors and windows (weather stripping, caulking); storms and screens; locks and bolts; other
- upkeep during absence: systems (heating, plumbing, electrical); plants; lawns and gardens

### 4. Keeping the home clean

- ongoing cleaning: accessories; bathroom (toilet, tub, tile, basin); carpets; floors; furniture; kitchen (appliances, cupboards, sink); walls; windows
- seasonal cleaning: carpets, lawns, driveways, steps, sidewalks, storm windows, screens
- disposal of waste and garbage

### 5. Considerations in accomplishing the tasks

- ways to get the tasks done: personal effort (self, friends); use of service person or company; contract; service plan
- cost: life expectancy, renting vs. buying equipment or tools, obtaining estimates



# Human Relations



## **Rationale**

Humans are social beings with a need to interact with others. The individual's enjoyment of, and level of productivity in, the workplace and the degree of satisfaction and enjoyment he/she derives from all social interaction will be affected by his/her understanding of people, of the nature of human interaction, and of the variety of human interactions.

## **Intent**

It is the intent of this module to develop students' understanding of, and ability in the use of, the competencies needed to get along with others.

## **Objectives**

Students will be given opportunities to:

- develop confidence and competence in interacting with others;
- develop an awareness of similarities and differences in perception, and of the power of non-verbal communication;
- enhance their understanding of the dynamics of communication;
- identify, observe, describe, and interpret various aspects of human interaction;
- distinguish between effective and ineffective modes of interaction.

## **Content**

### **1. Getting along with others**

- consideration for others: meaning of consideration for others, impact on human relationships
- the social graces: generally accepted customs; recognition of, and respect for, tradition in various cultures
- presentation of oneself: dress, grooming, attitudes
- role of values in human relationships
- making choices: bases for making choices, accepting consequences of choices, respecting the choices of others

### **2. Perception**

- nature of perception
- sources of one's perception
- impact of emotion on perception
- impact of perception on human relationships

### **3. Competencies in communicating with others**

- verbal: language, tone of voice
- non-verbal: body language, contact, personal space
- listening
- observing
- distinguishing between emotional and reasoned responses
- impact of these competencies on human relationships

### **4. Variety and nature of human interaction**

- variety of interactions: peer, parent/child, inter-generational, teacher/student, employer/employee
- nature of interactions: openness, control, the hidden agenda, risk taking, conflict, negotiation, compromise

### **5. Roles**

- socialization: sources of role expectations and role stereotyping
- role shifts: in families, in friendships, in the workplace, in groups

# Law



## Rationale

The everyday life of citizens is affected by the law; it is important that persons be knowledgeable about the legal context within which they live their lives.

## Intent

It is the intent of this module to help students become knowledgeable about those aspects of the law that affect their everyday lives and about the sources of information and expertise available to them.

## Objectives

Students will be given opportunities to:

- develop a better understanding of the law affecting everyday life;
- enhance their competence to function effectively in ordinary legal interactions;
- develop an awareness of the legal implications and consequences of personal relationships.

## Content

### 1. Family issues

- the marriage relationship: marriage (requirements, obligations, contracts); separation and divorce (agreements, support, property division); common-law relationships; wife battering; wills
- parental relationships: child custody and access
- rights of mothers and fathers: adoption, child welfare and abuse, abuse of the elderly

### 2. Living and working in the community

- employment: unemployment insurance, workers' compensation, human rights, employment standards, unions
- shelter: real estate and property rights, the landlord and tenant relationship, insurance
- transportation: owning and driving a vehicle, insurance
- expenditures: credit and banking, consumer law and protection, consumer contracts
- social benefits: health care, the welfare system and income support

### 3. Criminal issues

- offences: violence in the family and society, sexual assault, vandalism, shoplifting, offences related to the Highway Traffic Act and to drugs and alcohol
- arrest and trial: police procedures and arrest, the role and function of lawyers and courts, rights of the accused, the trial, the young offender
- penalties: sentencing (parole and probation, correctional institutions, fines); victim compensation

### 4. Community resources

- social agencies
- legal assistance: persons and groups offering services
- government agencies
- police associations

# Nutrition

## **Rationale**

The nature and quantity of food intake affect one's level of health. An understanding of relevant aspects of nutrition can help a person to plan for food intake conducive to good health.

## **Intent**

It is the intent of this module to develop in students an awareness of the relationship between nutrition and health and of the individual's role in using knowledge of nutrition to maintain health.

## **Objectives**

Students will be given opportunities to:

- acquire a basic knowledge of food groups, nutrients, and nutrient functions;
- develop the ability to discriminate among various kinds of food and nutrition information in order to make choices conducive to optimum health;
- develop an awareness of how the nature and quantity of food intake is affected by cultural and social influences;
- acquire competence in choosing foods conducive to optimum health.

## **Content**

### **1. Nutrition and health**

- nutrient requirements for males and females of all ages
- nutrient functions
- nutritional assessment
- food groups
- energy balance
- effects of inappropriate food intake that is associated with a particular lifestyle
- food fads and fallacies
- sources of reliable information about nutrition

### **2. Choosing food**

- influence on food choice of knowledge about nutrition; advertising; culture and social customs; food habits and food fashions; weight control; time, monetary, and other resources

### **3. Food or meal patterns as related to nutrition**

- variety of eating times (random or regular meal-times, snacks)
- kinds of meals (TV, lunchbox, vending-machine, fast-food, and family meals)
- meal locale (home, restaurant, cafeteria)

### **4. Providing food for oneself and others**

- shopping for food: budgeting; information about food labelling, additives, safety
- food safety and sanitation: cleanliness of preparation and of storage practices and conditions
- preparation (retaining nutrients, sanitation)



# Parenting

## **Rationale**

An individual's world view and behaviour can be affected by his/her childhood experiences within the family. The successful practice of the art of parenting may well require a knowledge of various aspects of parenting.

## **Intent**

It is the intent of this module to develop in students some understanding of early childhood development, of the importance of a feeling of self-worth, and of the role of the family in the nurturing of the young.

## **Objectives**

Students will be given opportunities to:

- become familiar with the kinds of knowledge and understanding needed for guiding the development of children;
- become aware of the importance of a feeling of self-worth and of the way in which this feeling can be fostered;
- understand the role of a parent and its ensuing implications;
- become aware of the rights of children and their implications for parents in the nurturing of their young;
- become aware of community support services that aid the family in the nurturing of the young.

## **Content**

### **1. Preparation for parenthood**

- preparing awareness: important considerations in parenting; pre-conception and prenatal preparation (fitness, nutrition, alcohol and drug use or non-use, medical care, education classes)

### **2. Early childhood development**

- the infant: bonding; growth and development; the infant as a person (including infant stimulation); infant care (nutrition, safety, immunization, medical care); support services
- the toddler and the preschooler: growth and development; care; parent-child interaction (including the fostering of independence); play; community resources (including nursery and day care)



### **3. The role of a parent**

- nurturing growth (physical, emotional, social, intellectual)
- role modelling
- communicating with children: building self-esteem, being consistent
- the role in different kinds of family patterns: two-income; single parent (widowed, divorced, unmarried); adolescent parent
- community resources and support services (including parenting classes)

### **4. The rights of children**

- respect for the child as a person
- legislation
- child-abuse prevention
- community support resources

### **5. To parent or not to parent**

- responsibilities of parenting
- lifestyle changes
- joys and stresses of parenting

# Resources Management

## **Rationale**

An individual's basic needs include food, shelter, clothing, and feelings of independence and security. The way in which individuals manage the resources at their disposal will affect the way in which these basic needs are met.

## **Intent**

It is the intent of this module to assist students to develop the knowledge and competencies needed for effective management of their resources for optimal personal benefit.

## **Objectives**

Students will be given opportunities to:

- develop the competencies and understandings they require in order to derive optimal value from the use of their time, money, and talent;
- become aware of the options and services available to them for the optimal management of their time, money, and talent;
- learn how to use their resources to meet their personal needs.

## **Content**

### **1. Personal resources**

- relationship among the personal resources of time, money, and talent
- impact of other personal resources (e.g., health, family, friends) on the resources of time, money, and talent
- relationship between personal resources and lifestyle
- relationship among personal needs, wants, activities, and resources

### **2. Time: a resource**

- concept of time as a resource: time available for needs, wants, and activities
- factors affecting the use of time as a resource: personal goals, priorities, needs, and wants; constraints
- managing the use of time: purpose; role of values, goals, and priorities; ways of managing time
- planning ahead: considerations (personal life, career, education); advantages

### **3. Money: a resource**

- concept of money as a resource: use of money to satisfy needs and wants and to enhance the quality of life
- factors affecting the use of money as a resource: personal goals, priorities, needs, and wants; constraints; economic and social conditions
- managing the use of money: purpose; role of values, goals, and priorities; ways of managing money and meeting priorities; consumer practices for optimal use of money
- planning ahead: considerations (personal life, education); advantages

### **4. Talent: a resource**

- concept of talent as a resource: kinds of personal talents and competencies, use of talents and competencies to satisfy needs and wants and to enhance the quality of life
- factors affecting the use of talent as a resource: nature of the talent, economic and social conditions, attitudes and support of others, constraints
- managing the use of talent: purpose; role of values, goals, and priorities; ways of managing talent
- planning ahead: considerations (personal life, education, career); advantages

### **5. Interaction in the use of time, money, and talent as resources**

- nature of the interactions among time, money, and talent
- role of personal goals and priorities in the use of time, money, and talent as personal resources

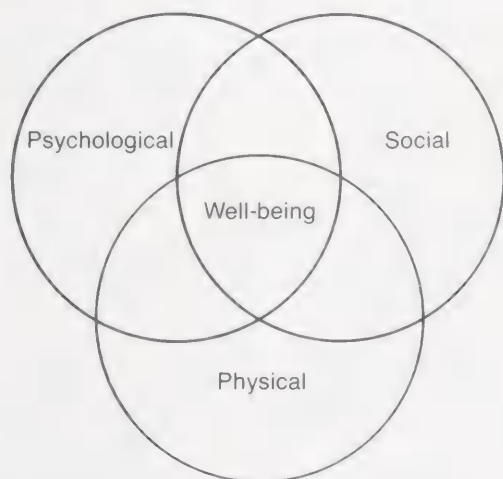
### **6. Other kinds of resources**

- community resources: private, public
- technology: medical, electronic
- family and friends



# Well-Being

**Note:** In this module, *well-being* is defined as the sense of “wellness” derived from interdependent psychological, social, and physical health; the diagram below is intended to illustrate the concept in the definition.



## Rationale

In order to be able to function with effectiveness, personal satisfaction, and energy, the individual needs to have a sense of personal well-being.

## Intent

The intent of this module is to develop in students an understanding of what well-being is, how it can be achieved and maintained, and why it is significant to personal life management.

## Objectives

Students will be given opportunities to:

- become aware of the nature of well-being;
- attain a positive attitude towards the achievement and maintenance of an acceptable level of well-being;
- become aware that there are levels of well-being and that these levels can affect one's quality of life;
- choose, and develop some competence in, activities suitable for the attainment and maintenance of a sense of well-being.

## Content

### 1. The nature of well-being

- psychological aspect: self-esteem, self-confidence, self-responsibility
- social aspect: positive relationship with others
- physical aspect: strength, endurance, flexibility, agility, co-ordination, balance, weight

### 2. Levels of well-being

- levels of fitness in each of the three aspects of well-being
- factors contributing to the levels: age, economic status, disability
- criteria for measuring one's personal level

### 3. Influences on the maintenance of appropriate levels of well-being

- personal life habits: exercise, nutrition, sleep and rest, recreation
- work: the environment, the workload
- stress
- illness
- societal conditions: the media, technological change

### 4. The achievement and maintenance of an appropriate level of well-being

- activities: exercise (e.g., yoga, cycling, walking, cross-country skiing)
- eating habits: nutritional balance, weight control
- time management
- dealing with stress
- recreation (e.g., camping, photography, chess, bird-watching)

### 5. Planning for personal well-being

- identification of personal goals and ways of achieving them



# *Part Three: Suggestions for Administering the Program*

*Part three presents suggestions for administering the personal life management program in schools. It deals with timetabling, the selection and placement of modules, staff allocation, and the team leader.*

The ideas expressed in this section are based on the view that students need an opportunity to acquire the learnings outlined in this guideline; that the principal should have flexibility in the selection, sequencing, and grade placement of the modules to be offered, in timetabling, and in staff allocation; that planning and delivering the program should be a co-operative staff enterprise; and that there should be some means of co-ordinating the program in order to avoid the possible duplication of learning experiences and content and to ensure the interrelatedness of knowledge and competencies between and among the modules.

Decisions about the selection and grade placement of modules to be offered will be made by individual schools, so that the program offering will be appropriate for the students in the school. Within this framework, students will be able to choose, in consultation with their parents or guardians, as appropriate, the specific modules that should be included within their school program and when these modules should be included in their program. Thus, personal life management classes may include students of different capabilities, maturity, age, and grade level; these differences should be considered when students and staff are allocated to specific classes.

At the outset, students should be provided with extensive information about the nature of the program so that they will have sound data on which to base their decisions in regard to it.

It is suggested that, in considering the implementation of the personal life management program in schools, principals give particular attention to the needs of exceptional students, of early-school-leavers, of students who leave school at age sixteen, and of adult learners. In order to accommodate the particular needs and/or desires of these groups of students, each personal life management module should include a variety of learning experiences in the community, when appropriate and possible. The modules can be made available through summer- and night-school courses. The resources for the modules could include a variety of print and non-print materials, TVOntario programs, computer technology, and, as well, the community.

The following suggestions are intended to facilitate the implementation of the program.

## **Timetabling**

In order to facilitate the involvement of several teachers in the program (perhaps a different teacher for each module), all modules offered should be assigned to the same time slot; the program would then be offered in a single timetable line. Such a timetable plan would also facilitate the enrolment of adults in the community, or of students transferring from another school.

The number of modules that it is feasible to offer in a single year will depend in large measure on the size of the school. In a school with a high enrolment, it could be possible to offer all twelve modules in any given year.

In some smaller schools it may be possible to offer only eight or fewer modules within a year, while in others it may be possible to offer only four modules in a given year. It is suggested that, in these latter schools, a different set of modules be offered in each year so that, over the course of two or three years, all of the modules could be made available to students. The school schedule for offering all twelve modules over a period of years should be available in order to help students plan their choices.

Students who transfer from one school to another during a school year may wish to consider arranging for private study for particular modules, if their program needs cannot be met by the receiving school's timetable.

The selection and grade placement of modules and the allocation of staff, which are considerations in the timetabling process, are addressed below.

## **Selection and Placement of Modules**

As indicated above, the offering of modules in a single timetable line is a practical way of involving several teachers and of facilitating student enrolment. The selection of modules to be sequenced in a timetable line, or offered in a given year, or at a particular grade level, should be based on the criteria of perceived student need, significance for students in their adaptation to a more self-regulated lifestyle, and teacher interest and expertise.

The sequencing of the modules selected should be based on the logical flow of ideas and on the inter-relatedness of the modules. Since the personal life management program is cohesive and coherent, with a clear overall purpose, the modules are implicitly related; thus, there can be a number of different logical sequences. The matrix on page 20 lists the modules and their special interrelationship.

Module Interrelationship Matrix

Modules	Aesthetics	Aging	Career Planning	Decision Making	Entrepreneurship	Home Maintenance and Care	Human Relations	Law	Nutrition	Parenting	Resources Management	Well-being
Aesthetics		x				x					x	
Aging	x		x	x			x	x	x			x
Career Planning		x		x	x		x			x	x	
Decision Making		x	x		x		x			x	x	
Entrepreneurship			x	x			x	x			x	
Home Maintenance and Care	x										x	
Human Relations		x	x	x	x					x		
Law		x			x					x		
Nutrition		x								x	x	x
Parenting			x	x			x	x	x		x	
Resources Management	x		x	x	x	x			x	x		
Well-being		x							x			

The decision on where to place the modules in the school program could be affected by such factors as students' pattern of attending or leaving school; the maturity, capability, age, and grade level of the students; and community considerations. The modules can be offered in different grades; some can be offered in Grades 9 and/or 10, and some in Grades 11 and/or 12. However, if a high proportion of students leave school early or at age sixteen, it might be decided to offer all modules in Grades 9 and 10. In this particular situation, the modules could be timetabled in different time lines, or in consecutive time lines, as well as concurrently in the same time line; different modules could be offered in alternate years within a two-year cycle.

Staff Allocation

The allocation of staff to program modules is one of the most significant considerations in administering the program. The staff allocated to the program can be drawn from across the entire staff. A different teacher might be chosen to teach each module. The principal, in allocating staff to the personal life management program and to particular modules, should give consideration to these criteria: affinity for experiential learning and interactive teaching; empathy; broad general knowledge as well as expertise in the particular module.

It is also important that teachers have a clear understanding not only of the philosophy and objectives of the program, but also of the intent and objectives of particular modules.

Team Leader

As noted above, several teachers from across the staff could be involved in teaching the program. In order to achieve coherence in the program and at the same time avoid repetition, someone on staff could undertake the function of team leader. This function could rotate among the teachers of the program or other interested teachers. It could be considered as a means of providing professional development experience. Organizational and leadership skills, creativity, and resourcefulness are among the qualities suggested for team leaders.

# *Part Four: Suggestions for Planning the Program*

*Part four presents suggestions for the kinds of planning that need to be undertaken for the effective classroom operation of the personal life management program.*

## Criteria for Selecting Content

Given the range of relevant content and the time available for each module, it is essential to carefully select the content for each module. The following criteria should be used in selecting content:

- *relevance* to the aims of the guideline and the stated intent and objectives for each module;
- *significance* for student understanding of the knowledge and competencies to be developed in each module;
- *appropriateness* for the students;
- *scope* and *balance* within the range of content possibilities.

## Planning for Heterogeneous Classes

Since students will be able to decide when to include specific modules within their school program, there may be classes with students of different levels of competence, capability, and maturity. These differences could be accommodated by the provision of the following:

- learning experiences at different levels of complexity for students of different capabilities;
- variation in the depth, scope, and complexity of the concepts presented;
- variation in resources (reading level, complexity of concepts, proportion of print and non-print materials);
- class involvement in planning a module (e.g., selecting content and identifying a core of learning through the process of brainstorming) and in selecting different individual or group learnings from the range of content possible;
- individual or small-group activities;
- peer teaching or skills exchange;
- contract learning and evaluation;
- evaluation on an individual basis.

## Approaches

The approaches outlined below are particularly appropriate for use in the personal life management program:

- the *practical* approach, in which students actively participate and are involved in the application of knowledge to everyday activities;
- the *inquiry* approach, in which students undertake purposeful investigation of a question or problem in order to arrive at conclusions based on available evidence;
- the *case-study* approach, in which students examine an appropriate situation or incident in order to develop an understanding of a topic or concept.

These approaches, while distinct and identifiable, are not mutually exclusive. For example, a practical approach can involve inquiry and case studies. An inquiry approach can be practical if the inquiry is directed to everyday matters; as well, a case study can be used in investigating a problem. With a case-study approach, use can be made of a common, everyday case in order to develop students' understanding of a topic.

## Using Community Resources

The use of community resources in the program can be facilitated by:

- surveying the community in order to identify a pool of appropriate resources;
- finding ways of using resource persons without imposing on their time and professional obligations (e.g., a resource person can be invited once and the experience can be taped, or taped interviews can replace repeated interviews by different classes with the same persons. If tapes are used in this way, each resource person would interact directly with only one class, and each class would interact directly with fewer resource persons; however, the knowledge gained from each can be shared with everyone);
- selecting resource persons appropriate for each class and the specific learning;
- planning with the resource person and clarifying expectations;
- planning, both for the short and long term, in order to clarify expectations for learning from a field trip or from individual or group visits to a community site.

## Co-operative Planning

Co-operative planning by all staff persons involved in the program is necessary in order to ensure that relationships can be made among the modules and to avoid duplication of content, resources, or experiences within the program. Staff members from other related program areas could be involved in planning. In-school committees can undertake ongoing planning.

The program can be enriched by the involvement of the community in planning the modules selected for study. As well, students can learn planning skills and can add another dimension to the modules if they have an opportunity to contribute to planning.

## Block Plans

It is suggested that long-range or block plans be made for each module to ensure the inclusion and development of content essential for achieving the objectives of the module. Block plans indicate the amount of time that should be provided for the various parts of the module content and for an introduction to, and synthesis of, the module. A block plan may also indicate particular student assignments that are of significance to long-range planning (for an example, see block plan 1 in the section on entrepreneurship). Part six of this document presents an example of a block plan for each module.

## Cross-Curricular Concerns

There are curriculum concerns that are common to all program areas. These are addressed below, as they apply to personal life management.

### Values

In life the choices one makes and the nature of one's interaction with others are affected by the values one holds. Thus, it may sometimes be appropriate in this program to raise value questions and to arrive at answers on the basis of thought and knowledge, so that students are aware of the role of values in decision making and in human interaction. It is important to avoid the *imposition* of values on students' minds. However, this does not preclude basing a classroom environment on specially selected values. For example, a school could decide that the learning environment in the personal life management program would be based on the following values: respect for self, respect for others, honesty, and co-operation. These values would then underlie the operation of the program. All involved, students and staff, would be made aware of the role of these values in the operation of the program. Any evidence of infringement of these values (e.g., undue peer pressure on a person) or evidence of support of these values (e.g., two students helping each other) could be discussed, and the consequences of particular behaviours identified. At the conclusion of a module students could be expected to record their own observations regarding the consequences of the selected values in everyday affairs, in the workplace, and in the classroom.

## Language Usage

Because language is important to thought and to communication, it is important that students' abilities to use language with clarity, precision, and appropriateness be facilitated. When plans for the achievement of the objectives of each module are made, care should be taken to ensure that learning experiences and content are used to enhance student ability to write reports, devise significant questions, conduct interviews, learn and be able to use terminology specific to an area of knowledge, and communicate ideas.

Care should also be taken to ensure that students become aware that language can communicate attitudes; for example, the use of emotive words, of sexist words, of racist words, can be unintentionally hurtful to others. An awareness of this aspect of language usage can enable students to become more sensitive to others and more mature in their outlook on the world.

### Sex Equity

In the context of the personal life management program, sex equity implies the recognition of the equality of all as persons and the assumption that both male and female students need to be able to manage their own personal lives.

Although there may be some male and some female students who have a greater or lesser need than others for the knowledge and competencies to be acquired from particular modules, all modules in the program are applicable to female and male students alike. For example, parenting is both a male and a female responsibility; both females and males need to know how to plan their careers; both need to know how to care for and maintain their own living accommodation; both need to understand everyday law.

Projects, learning activities, and resources should be selected on the basis of appropriateness to the class as a whole, or to the needs and interests of students; they should not be selected on the basis of the sex of the student involved.

Teacher and student awareness and practice of sex equity can contribute to the development of a positive self-concept and self-confidence in students.

## **Multiculturalism**

Awareness of, and sensitivity to, the diversity of the cultural backgrounds of the students in the classroom can facilitate effective planning. If the program is to help students to become more able to manage their personal lives, it is important that program planning take into account the students' particular cultural environment(s); it is important that students be able to apply to their personal lives the knowledge and competencies gained.

## **Life Skills**

Life skills are defined as the abilities useful to a person in everyday life.

It is important that selected relevant abilities useful in everyday life be incorporated into the learning experiences that are directed towards the management of personal life. For example, in the career-planning module, students can acquire the ability to prepare an action plan (useful for many aspects of everyday life) through the process of understanding what is involved in planning a career. In the decision-making module, they can acquire the ability to find information (useful in everyday life) through the process of learning how to select and use information in making decisions. In the law module, the ability to complete a variety of forms (useful in everyday life) can be developed by students through the process of understanding the legal implications of marriage, of buying a car, of renting an apartment, or of signing a contract. In the nutrition module, the ability to detect bias or illogical thinking (useful in everyday life) can be developed by students through the process of understanding how to analyse food advertising.

## **Levels of Difficulty**

The ability to manage or consciously direct one's personal life is desirable for all persons. Thus, the rationale, intent, objectives, and nature of the content of each module in the personal life management program are appropriate for persons with different learning capacities.

In planning courses at different levels of difficulty, teachers should keep in mind that, in this program, the distinction among levels of difficulty is based on the selection and scope of content, the complexity of the concepts to be developed, the complexity of the practical learning experiences, the amount of direct supervision of the activities undertaken by students, the nature of the resources, and the reading level of the print resources.

# *Part Five: Evaluation*

*Part five contains ideas about both evaluation of the program and evaluation of student progress.*

## **Program Evaluation**

The evaluation of the personal life management program involves assessing whether the program has achieved its aims and what effects, either planned or unplanned, the program had. The course evaluator assesses the following: the degree of congruence of a course with the overall aims of the program as set forth in this guideline; the degree of congruence between the objectives and content of each module and the content and learning experiences used in the classroom; and the acceptance of the program by the students. Any identified discrepancies require a modification of the program.

The program should be assessed to ensure that provisions exist for students in different grades and with different competencies and capabilities to have access to the program. Topics and teaching strategies should reflect the achievement and maturity level, as well as the interest, of the students. All topics and strategies should be consistent with the overall objectives of the program.

The interrelationship of the various elements in each module, as well as the relationship of the module to the entire personal life management program, should be examined. Any discrepancies identified should be corrected. It is important that relationships among the modules be realistic and not contrived.

## **Evaluation of Student Progress**

The evaluation of student progress should be based on the stated objectives for each module. These objectives should be stated clearly. At the outset, each student should be made aware of expectations, evaluation procedures, and criteria for evaluation.

In any learning situation, students either are succeeding and moving ahead, or are experiencing difficulty and thus are in need of redirection or additional help. By means of ongoing assessment, difficulties can be identified quickly, and appropriate assistance provided. Individual conferences with students can help them to plan their learning activities and to identify, address, and solve their learning difficulties. Appraisals made by both teachers and students can be discussed and compared. Students should be given opportunities to discuss the accuracy and fairness of the comments made in such appraisals. Such continuous evaluation can readily be integrated into the teaching-learning process.

Self-evaluation should be encouraged, perhaps in conjunction with a contract. Self-evaluation and peer-to-peer evaluation can help students to understand objectives better, to recognize their own progress, to diagnose their strengths and weaknesses, and to know when they are ready to proceed to something else. Learning journals or diaries and portfolios of work are particularly useful for self-evaluation.

The evaluation of student understanding of the concepts implicit in the objectives of a module can be accomplished through the evaluation of student projects that have been designed to develop understanding; these projects might include the preparation of collages, journals, or drawings; role playing; the analysis of case studies or situations; and the solving of problem situations.

The development of competencies associated with the objectives may be evaluated through observation, along with the use of rating scales and checklists. Attitudes and appreciations may be evaluated through observation of behaviour. As well, the achievement of students can be evaluated through their involvement in synthesis activities or projects, through their solutions to problems identified from case studies, and through the analysis of certain aspects of an interview.

# *Part Six: Suggestions for the Classroom*

*Part six contains suggestions for classroom practice. For each of the twelve modules that make up the personal life management program, there are suggestions for learning experiences, a block plan, and units of study.*

*These suggestions are intended to be of assistance to teachers; it is not required that teachers follow them.*



# Aesthetics

## ***Suggested Learning Experiences***

***Introducing the module.*** The teacher can have students:

- in small groups, discuss the question “What is beauty?”; in a large group, share their ideas and examine the ideas of philosophers and writers as expressed in brief quotations; individually, prepare a list of their personal images of beauty;
- on a walking tour in or around the school, use “framing techniques”, employing their hands or cardboard as frames, to search out examples of such concepts as shape, colour, repetition, and contrast;
- listen to recordings selected by themselves and identify what it is in the music that contributes to the communication of a particular feeling;
- use a portable TV camera, in small groups, to videotape everyday objects in a way that helps them to develop awareness of different elements such as line and shape;
- view a segment of a film or videotape, first without, and then with, sound effects, in order to develop an understanding of the effects of the dimension of sound;
- explore the senses of sight, sound, touch, and taste through sensory awareness exercises and verbalize their reactions to sensory stimuli;
- through the use of slides or photographs, become sensitive to things of which they are not generally aware, for example, the effect of light or of landscaping;
- examine the design of everyday products in order to become aware of such concepts as form, design, space, and colour;
- with their eyes closed, listen to the soundscape at the same time each day for several days, in order to compare the changing elements of texture, sound and silence, timbre and feelings;
- identify heritage buildings in the community and observe and evaluate their design, style, and materials;
- analyse commercial packaging and create original designs for products in order to develop an appreciation of design;
- draw on resource persons for knowledge about design.

***Developing the content.*** The teacher can have students:

- from the initial stimulus of a poem, painting, or work of nature, create a sound composition (an organization of sounds and silences) in order to convey the feelings expressed in the original art form (compositions could be tape-recorded for use in integrated arts presentations);
- photograph the same object at different angles, distances, and times of day in order to observe changes;

- using the stimulus of a film on dance, explore the element of line in dance;
- collect three objects that perform the same function (e.g., razor blades, pens, vases, erasers) and compare them in terms of form and function;
- consider the aesthetic decisions implicit in doing something for someone else (e.g., choosing and wrapping a gift, planning a dinner, designing and writing an invitation);
- consider the controlled power of the gymnast, hockey player, singer, dancer, or figure skater in order to develop an awareness of the effect of movement, pattern, and form on the viewer;
- compare films in terms of their aesthetic qualities;
- view a film or films on modern dance in order to develop an understanding of the function of dance in present-day society;
- invite craftspeople to the classroom to share their perceptions of the aesthetic qualities of the work they do;
- go on a walking tour of older homes in the community in order to acquire a knowledge of architectural designs in the past and to develop the ability to recognize these features in present-day homes;
- analyse TV commercials or media advertisements in order to develop an awareness of the qualities that contribute to the total impact of these messages on the viewer;
- study posters, book and record-album covers, street signs, and store fronts in order to develop concepts of design.

***Synthesizing the learnings.*** The teacher can have students:

- select a school space or community area, analyse how it is used, and redesign it with a view to improving its use and aesthetic qualities;
- redesign a product in general use;
- develop an awareness of the aesthetic considerations in preserving structures that are significant in local history;
- explore the aesthetic characteristics of such events as sports-car racing, the Canada Cup hockey series, the Grey Cup game, and Toronto’s Caribana festival;
- create a visual to complement an assignment in another course (e.g., a mathematics board to depict a geometrical form or a collage to depict a concept such as harmony or pattern in the social sciences);
- plan and produce a slide-tape show on the changes in colour, light, and sound from daybreak to dusk;
- produce a film festival for the school or the community that includes activities that demonstrate their understanding of several concepts, such as colour, harmony, rhythm.
- produce creative writing that expresses their feelings while watching migrations of birds, listening to their favourite music, observing a gymnast, eating an apple, and so on;
- undertake clean-up projects in order to improve the aesthetic nature of their environment.

Suggested Block Plan

A. Development of Sensory Awareness      Hours 1-5

Practical experiences are provided to help students discover the quality and sensitivity of their own sensory awareness. For example, students might look at colour in daily life; listen to sounds inside and outside of the classroom; sample different foods, such as cheese and apples, and compare tastes; or examine an article in terms of its texture and temperature.

B. Exploration of, and Response to, Aesthetic Expression      Hours 6-25

Through their exposure to colour, music, dance, architecture, and the art forms of different cultures, students learn to recognize basic aesthetic elements and develop standards of taste and an awareness of personal preferences.

C. Synthesis of Experience and Student's Personal Response      Hours 26-30

Suggested Units of Study

Awareness of Aesthetics

**Objective.** This unit will provide students with opportunities to develop sensitivity to personal sensory awareness.

**Key question.** How does one become aware of the aesthetic in everyday life?

Content	Learning Experiences
1. Kinds of sensory experience and awareness: sight, sound, taste, touch, smell	Students can: <ul style="list-style-type: none"><li>- through activities designed to provide a variety of sensory experiences, identify the nature of their sensory response and express their personal preferences;</li><li>- observe the variety of colours in the classroom, in the view from the window, in clothing, and in pictures; state their feelings in response to particular colours; and summarize their colour preferences;</li><li>- close their eyes, listen for three minutes, and then identify and record the variety of sounds they heard;</li></ul>

Content	Learning Experiences
	<ul style="list-style-type: none"><li>- sample and compare their taste awareness of different foods (e.g., cheese, apples) and record the variety of tastes and their personal preferences;</li><li>- feel a variety of materials of different textures and temperatures and record their personal preferences;</li><li>- smell items with different aromas (e.g., various flowers, foods, chemicals, fabrics) and record the nature of the aroma and their personal preferences;</li><li>- for one day, keep a record of pleasant and unpleasant sensory experiences and express how these experiences affect their feelings and their view of their personal environment.</li></ul>
2. The relationship among one's sensory experiences, preferences, and exercise of choice in the personal environment	Keeping in mind the personal preferences identified earlier, students can plan a study environment, a meal, or an outing that would provide a pleasurable sensory experience.
3. Perceptions of the aesthetic	At first individually, and then as a class, students can develop a definition of aesthetics.

# Movement, Music, and the Natural Environment

- Objectives.** This unit will provide students with opportunities to:
- develop an awareness of movement, music, and the natural environment as related art forms with basic aesthetic elements;
  - develop a facility in using the appropriate "visual vocabulary" to express their response to movement, music, and the natural environment.

**Key question.** What aesthetic qualities are common to movement, music, and the environment?

Content	Learning Experiences
1. Aesthetic elements in movement, music, and the natural environment, for example, motion, line, light, shape, colour	<p>Students can:</p> <ul style="list-style-type: none"> <li>- view a film on ballet or modern dance and explore the element of line present in dance;</li> <li>- view a nature film, first without sound (music), and then with, in order to discover the effect that the absence of sound (music) has on their aesthetic appreciation of the visual aspects of the film;</li> <li>- compare the aesthetic qualities (colour, shape, line, motion, repetition) in the two films used above and discuss the impact of the visual elements on mood;</li> <li>- listen to excerpts of different kinds of music and discuss the mental images aroused by sound;</li> <li>- listen to excerpts from the favourite music selections of their classmates and discuss the appeal of these kinds of music;</li> <li>- as a group, listen to music, and individually - using crayons, pastels, and paper - draw or paint images of what the music expresses to them;</li> <li>- on a walking tour of the environment, search out examples of aesthetic elements (e.g., motion, line, light, and shape) and identify these elements in store fronts, signs, ar-</li> </ul>

Content	Learning Experiences
	<p>chitecture, shrubbery, trees, sunlight and shadow, and so on. They might recreate a soundscape from their walking-tour experience and identify an object that had strong tactile appeal;</p> <ul style="list-style-type: none"> <li>- photograph or sketch different objects in the environment, at different distances, from different angles, and at different times of day and later study these photographs or sketches in order to identify the elements of motion, line, light, and shape.</li> </ul>
2. Examples of the visual vocabulary: colour, shape, line, light, texture, pattern, perspective, size, motion, sequence	<p>Students can:</p> <ul style="list-style-type: none"> <li>- create a collage in which each image is joined to the image or images adjacent to it by means of a particular design element (e.g., colour, texture, line, shape);</li> <li>- working individually, choose an image (a picture, the view from the window), express the feelings that the image suggests to them, identify the visual elements in the image, and consider the relationship, if any, between an understanding of the visual elements in the image and the nature or degree of their response to the image.</li> </ul>

Architecture

**Objective.** This unit will provide students with opportunities to develop an understanding of the aesthetic qualities of the buildings or structures in their environment.

**Key question.** What can one “see” and “feel” in the architecture in the community?

Content	Learning Experiences
Nature of the architecture in the community, for example, religious influence, impact of persons, design, building materials, symbols	Students can: <ul style="list-style-type: none"><li>– as a group, prepare a list of the different kinds of buildings and space in the community; individually, select a building (buildings) or space of personal appeal and, in a sentence or two, express the reason for its appeal;</li><li>– undertake a walking tour of the community, during which they identify particular buildings or spaces of personal appeal and/or community significance. For each of these, they can observe and take note of particular decorative or design features, building materials, colour, shape, and suitability of design to purpose. They can also record their personal responses to the aesthetic qualities of the structure or space;</li><li>– working in small groups, prepare a brochure or tape advertising the aesthetic highlights of the community (e.g., parks, statues, structures). <i>Note:</i> The preparation of this brochure could involve a synthesis of aesthetic experiences for students through, for example, their design of the brochure or organization and sound background for the tape, their appreciation of architecture and the community plan, and their sharing of reactions to aesthetic stimuli.</li></ul>

The Influence of the Designer in Our Lives

**Objectives.** This unit will provide students with opportunities to:

- become aware of the influence of the designer on the life of the consumer;
- understand the function of problem solving in the creation of a design.

**Key questions.** How does a designer contribute to the quality of human life? How is design a form of problem solving?

Content	Learning Experiences
1. Considerations in creating good designs: form; texture; unity; colour; pattern; efficiency of function; appeal; relationship of the design to the surroundings; relationship between form and pattern, pattern and material, the object and the needs of the consumer	Students can: <ul style="list-style-type: none"><li>– select from the classroom environment one or more examples of design (e.g., chair, ceiling, pen) and evaluate the form and character of the object in terms of the relationships among material, function, and the surrounding environment. Students should discuss these questions: How does the designer’s use of materials contribute to an efficient and pleasing form? To what extent does the object achieve its intended function? In what ways is the object in harmony with its surroundings? What relationship exists between the surface patterns and the form? Does the object provide pleasurable visual and tactile stimulation? Why is it pleasurable? Is there an honest relationship between pattern and material?;</li><li>– in small groups, make visual assessments of three objects of their choice, following a line of questioning similar to that used above. Using (a) the observations in the class and group discussion and (b) information from a reliable resource book, students can then develop criteria for evaluating the quality of a design;</li></ul>

## Content

## Learning Experiences

- explore the out-of-class environment for examples of design and apply the criteria developed above in order to make a judgement about the quality of the design of these objects. Their findings can be summarized on charts as part of a follow-up to reporting procedures;
- suggest ways of improving the functional and aesthetic qualities of those objects they have judged to have faulty design.

### 2. The designer as problem-solver

Students can:

- view a film or consult a resource person and/or reference book in order to develop a greater awareness of and conclusions about (a) the designer as a link between the consumer and technology, (b) the constraints imposed on designers by manufacturers, distributors, and the demands of consumers;
- examine case studies in order to develop an understanding of how designers have solved problems (e.g., in medical technology, in furniture design, in the use of colour and sound to create appropriate sensory environments).





# Aging

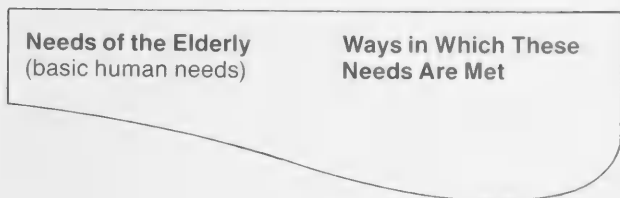
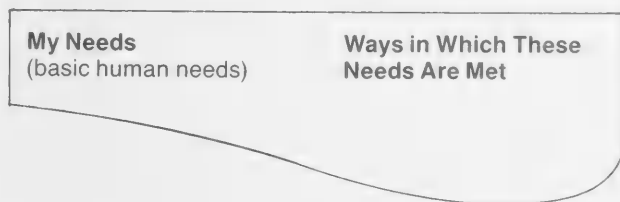
## Suggested Learning Experiences

**Introducing the module.** The teacher can have students:

- prepare a collage of advertisements depicting persons of different ages, in order to identify the aspects of aging implicit in the advertisements;
- examine activities in the community in order to determine the various age groups participating;
- describe the qualities or characteristics of three persons of different generations whom they know in order to become aware of aspects of aging.

**Developing the content.** The teacher can have students:

- invite a group of elderly persons to participate in classroom discussion about particular aspects of aging;
- interview persons of different age groups about particular changes in their lives in order to gather information about the physical, psychological, or social aspects of aging;
- conduct a survey on friendships in order to draw some conclusions about the social aspect of aging;
- provide a service for an older person in order to understand the need for community support services;
- analyse basic statistical projections (proportion of men to women, level of education, numbers in various age groups) and, on the basis of these projections, speculate about the community support services that are likely to be needed in the year 2020;
- develop the accompanying charts and then compare their completed charts and identify gaps in services. Students can then develop a plan whereby any gaps might be closed;



- devise a questionnaire for use in interviewing persons operating a home for the aged (questions could relate to reason for location, design features, transportation, facilities, operating costs, financing, legislation, staffing). Working in groups, students can then research selected topics in order to develop an understanding of the planning required in the provision of assistance for elderly people;

- interview representatives of different cultural groups in order to determine attitudes towards the young, the middle-aged, and the elderly within different cultures;
- interview persons in different age groups in order to find out how preferences change in such areas as music, sports, books, movies, television programs, and travel. Students can then develop generalizations from the data they have collected;
- examine the media for a week in order to observe the image of older persons that is presented; students should record their observations and draw conclusions about the accuracy of the image presented;
- identify resources that older people have that could enhance the quality of life of the community and suggest ways in which these resources could be used by the community;
- read magazine or newspaper articles or listen to a tape about mature achievers and identify the characteristics that contributed to the success of these persons;
- compile information about different kinds of inter-generational programs and services available for the elderly;
- read poems or short stories and view a film or film-strip about death in order to find out how people are affected by the death of a friend or family member;
- examine preselected pictures or advertisements that show persons of different age groups in order to see how these age groups are portrayed and, from the knowledge they have gained in their study of aging, arrive at conclusions about whether the portrayals are stereotypical or realistic.

**Synthesizing the learnings.** The teacher can have students:

- design a community of the future that will accommodate the changing needs of its citizens;
- develop a visual or written presentation of a projection of themselves in thirty years in order to become aware of their personal aging; they should include activities, lifestyle, and family relationships in their presentation.

## Suggested Block Plan

A. Introduction	Hour 1
B. The Aging Process	Hours 2-19
C. Support Services in the Community	Hours 20-24
D. Bereavement	Hour 25
E. Perceptions of Aging	Hours 26-28
F. Synthesis	Hours 29-30

Suggested Units of Study

Perceptions of Aging

Objectives. This unit will provide students with opportunities to:

- become aware of their personal attitudes towards aging;
- understand how perceptions of aging are influenced by forces in the environment (the media, societal norms);
- investigate stereotypes associated with aging;
- develop tentative conclusions about aging and test these conclusions against evidence.

Key question. How accurate are perceptions of aging?

Content	Learning Experiences
1. Students' personal perceptions of: a) "teenagers" b) "senior citizens"	Students can: <ul style="list-style-type: none"><li>- develop a list of words that might be used to describe teenagers for a stranger who wishes to know what people are like here (these lists could be done individually or prepared by the whole class in a brainstorming session of about five minutes in length);</li><li>- in groups of three to four, discuss additions or deletions to the lists that have been made;</li><li>- prepare group lists for further class refinement and discuss them in terms of questions such as the following: How was this conclusion reached? Is this true of all teenagers? What evidence do we have?;</li><li>- repeat the above process, using senior citizens as the focus for the discussion and development of the word list. Students should give reasons for their conclusions and should be reminded of the need to reexamine generalizations. They should then examine their list for evidence of stereotyping.</li></ul>

Content	Learning Experiences
2. Influence of the media on perceptions of aging	Working in groups, students can analyse TV programs, advertisements (print and non-print), and magazine articles in order to identify the perception of the aged reflected by the media. (Students should collect data for their analysis on the basis of a list of questions, developed in class, about such things as the roles portrayed by seniors, the number of older persons included, the characteristics of the elderly that are emphasized, and the language used.)
3. Attitude of people in public places towards the elderly	Students can develop survey forms to assist them in observing how persons treat the old in public places, such as in buses or streetcars, in shops, at crosswalks, and in restaurants. They can then conduct individual surveys and later, in groups, discuss their findings in order to develop generalizations, if possible.
4. Services in the local community	Through questionnaires, interviews, and films, students can collect data in order to identify the services that are available for seniors in the community. (They should include such areas as housing, schools, religious centres, cultural organizations, employment opportunities, and recreational facilities.) From the data, they can then draw inferences regarding the community's perception of the needs of the elderly.

Content	Learning Experiences
5. Perceptions of aging held by senior citizens in the local community	Students can invite senior citizens to class to discuss their views about the process of aging.
6. Comparison of perceptions	Students can: <ul style="list-style-type: none"> <li>- from the data they have collected, compare the views of the media, students, society, and seniors regarding the elderly;</li> <li>- prepare an audio-visual presentation or a collage to express their perceptions of aging.</li> </ul>



## Living Accommodation

**Objectives.** This unit will provide students with opportunities to:

- gain knowledge of the variety of living arrangements for the aged in the community;
- gain an insight into some of the housing needs of the elderly.

**Key question.** What constitutes appropriate living accommodation?

Content	Learning Experiences
1. Types of living accommodation available: apartments, group homes, houses, satellite homes, co-operatives	Students can: <ul style="list-style-type: none"> <li>- in a group, develop a list of the kinds of living accommodation available in the community in order to become aware of the range of alternatives;</li> <li>- use the data obtained from a discussion by a panel of seniors and from a study of newspaper articles and advertisements to extend their knowledge of the range of living arrangements available.</li> </ul>
2. Advantages and disadvantages of types of accommodation	Using recognized debating procedures, students can debate whether an independent or dependent living situation is more appropriate for the elderly.
3. Reasons for seniors' selection of accommodation	Students can: <ul style="list-style-type: none"> <li>- use case studies in order to determine why seniors live where they do;</li> <li>- develop a short set of questions to ask seniors about why they live where they do and conduct a survey based on these questions. They should then summarize their findings.</li> </ul>
4. Seniors' housing needs	Students can develop criteria for appropriate accommodation for seniors.



# Career Planning

## Suggested Learning Experiences

**Introducing the module.** The teacher can have students:

- fantasize about their career progress in five years, ten years, and twenty years, then examine their fantasies in order to find ways of making fantasy become reality;
- view a film centred around a successful career in order for them to identify significant milestones in the career path;
- invite a panel of persons at different stages of their careers to discuss the role of career plans, career paths, and action plans in the development of their careers. Students can then develop definitions to distinguish these terms from one another.

**Developing the content.** The teacher can have students:

- read brief sketches of the careers of prominent persons in order for them to examine a variety of paths;
- chart a career path based on a case study, and then imagine an unanticipated interruption to the career path. They should then rewrite the career path to show how the career goal could ultimately be achieved despite the disruption;
- identify their likely level of achievement of their career goal, given their present experience and qualifications, and then identify the likely level of achievement of their career goal given additional specific experiences and qualifications;
- analyse newspaper ads in order to determine the compatibility between their personal qualifications and job requirements;
- individually prepare a résumé for a particular job advertised in the newspaper and then, working in groups or in pairs, analyse the résumé in order to determine its appropriateness;
- develop a description of an ideal job and then write résumés that would be appropriate for the job description in order to understand the relationship between a job description and a résumé;
- from an examination of sample applications, develop criteria for the writing of letters of application;
- analyse videotapes in order to identify the characteristics of an effective interview;
- role-play interview situations in order to develop confidence in an interview situation;
- use case studies in order to draw conclusions about advancement, dealing with harassment, discrimination, and effective career paths;
- on the basis of an appropriate news item or current magazine or journal article, speculate about possible future career opportunities and the experience and qualifications required for them;
- examine the table of contents of current magazines in order to identify societal trends and identify career opportunities related to these trends.

**Synthesizing the learnings.** The teacher can have students:

- develop a chart listing a variety of careers and indicating the relationship between each career and (a) family, (b) remuneration, (c) personal time commitment, (d) need for continuing education, (e) personal satisfaction, (f) possible obsolescence;
- apply career-planning principles to their personal life through the preparation of a personal, long-range career path chart, including short-term goals and a possible career-goal shift.

## Suggested Block Plan

A. Introduction	Hours 1-3
B. The Nature of Career Planning and Career Pathing	Hours 4-8
C. Charting a Career Path	Hours 9-24
D. Career Change	Hours 25-27
E. Synthesis	Hours 28-30

## Suggested Units of Study

### Action Planning

**Objectives.** This unit will provide students with opportunities to:

- understand the significance of a clear career goal;
- understand the roles of education, experience, and unanticipated situations in the achievement of the goal;
- acquire the ability to develop an action plan.

**Key question.** How can I plan to achieve my career goal?

Content	Learning Experiences
1. The concept of "charting" a path	Using a simulated situation (in which it is necessary both to attain a goal and to recognize the impact of unanticipated situations), students can identify alternative ways of attaining the goal. In doing so, they should develop the concept of charting a path to achieve a career goal.
2. Career goals: short-range and long-range; possible interruptions and obstacles to achievement	Students can: <ul style="list-style-type: none"><li>- using brief biographical sketches, distinguish between short-range and long-range career goals;</li><li>- identify some career areas and then, working in groups of two or three,</li></ul>

Content	Learning Experiences
	<p>state a possible short-range career goal and a possible long-range career goal for each of the career areas;</p> <ul style="list-style-type: none"> <li>– as a class, list the kinds of unanticipated situations that could affect the achievement of career goals (e.g., technological change, market demand, family situations, fluctuations in the economy, variation in personal health) in order to develop their awareness of the possible need to adjust goals;</li> <li>– imagine that a personal career goal has been achieved and that a newspaper has requested an interview about the person’s career path and then list the kinds of information to be shared with the reporter.</li> </ul>
3. Charting a path to a career goal	<p>Students can:</p> <ul style="list-style-type: none"> <li>– read a biography, an autobiography, or magazine articles about women and men who have been achievers and then chart the person’s career path, indicating the impact of education/training, of work experiences, of unanticipated situations, of significant “others”, of role models;</li> <li>– using a simulated case study in which information is given about a person’s background, current job, and long-range goal, chart a career path for that person;</li> <li>– individually, chart a personal career path (including short- and long-range goals, the sequence and variety of job experiences leading to achievement of the career goals, and personal interests and experiences helpful in the achievement of the goals).</li> </ul>

## The Job Search

**Objectives.** This unit will provide students with opportunities to understand, and be able to undertake, the steps required in a successful job search.

**Key question.** What is important in a job search?

Content	Learning Experiences
1. The distinction between <i>career</i> and <i>job</i>	<p>Using newspaper listings of career and job opportunities, students can identify a number of jobs for each classification of career. By analysing this information, they should then be able to identify the relationship between career and job.</p>
2. Components of a job search: gathering information about job opportunities, review of opportunities, selection of possibilities appropriate to the person, preparation of the résumé and support material, preparation of the application, preparation for the interview	<p>Students can:</p> <ul style="list-style-type: none"> <li>– through research, identify sources of information about specific job opportunities and then, using an appropriate source, list the jobs available within a particular career area. From the list, they should then select one job for which to prepare a résumé;</li> <li>– invite a panel of employers to discuss the qualities of effective résumés, applications, and interviews and, on the basis of this information, revise their personal records;</li> <li>– identify the kinds of information that could be included in the résumé and the kinds of support materials that should accompany the résumé and then prepare a personal résumé;</li> <li>– select a job opportunity from the list and prepare an application for that job. Working in groups, students can then evaluate the effectiveness of the application and the “match” with the résumé, using identified criteria;</li> </ul>

Content	Learning Experiences
	<ul style="list-style-type: none"> <li>– using the same job opportunity selected above, in groups, identify the kind of preparation required for an interview, listing things to consider in “presenting oneself”;</li> <li>– role-play and tape the interview in order to acquire confidence and competence.</li> </ul>
3. Creating a job description and market need to suit a personal résumé	Students can prepare a résumé, highlighting personal competencies, interests, experiences, and training and then prepare a job description appropriate for the résumé. They should then survey the community in order to identify a market need for the job description.
4. Effectiveness in job searching	Using case studies, students can compare two job searches and discuss the effectiveness of each.

### The Résumé

**Objectives.** This unit will provide opportunities for students to acquire the ability to prepare an appropriate résumé.

**Key question.** What is an effective résumé?

Content	Learning Experiences
1. Purpose of the résumé: the concept of “selling oneself”	Students can examine résumés submitted by different persons for a particular job in order to speculate about which résumé would have the most influence in getting the job for the applicant.
2. Components of a résumé: relevant personal data; relevant experience; relevant skills and the experience through which they were acquired; relevant qualifications and qualities; career goals; awards, if relevant	<p>Students can:</p> <ul style="list-style-type: none"> <li>– examine different résumés, listing their components and qualities;</li> <li>– from a newspaper, select a number of different job advertisements and analyse the job descriptions in order to identify relevant experience, skills, qualifications, and qualities;</li> </ul>

Content	Learning Experiences
	<ul style="list-style-type: none"> <li>– using some sample résumés, determine their appropriateness for particular job advertisements.</li> </ul>
3. Selecting and presenting information for a résumé: matching one’s résumé with a job advertisement	<p>Students can:</p> <ul style="list-style-type: none"> <li>– working in groups of two or three, use job advertisements from the newspaper to prepare a résumé that would fit the advertisement and be likely to result in an interview. They should examine the layout and presentation for accuracy and appeal;</li> <li>– individually, prepare (a) a complete personal résumé that would be accurate now, and (b) a personal résumé that could be accurate in five years’ time;</li> <li>– individually, select two or three different job advertisements for which they might be qualified either now or in five years’ time. From the résumés prepared above, they should then select the appropriate information for inclusion in a résumé to accompany a job application for these positions and prepare the résumé;</li> <li>– in groups, discuss and evaluate the résumés prepared, taking into account appropriateness of information, organization and sequencing of information, style of presentation, and appearance of layout.</li> </ul>



# Decision Making

## ***Suggested Learning Experiences***

***Introducing the module.*** The teacher can have students:

- think of a decision they made (a) in the past year, that made a big difference; (b) in the past month, to which a good deal of thought had been given; (c) in the past week, that brought satisfaction; (d) the previous day, that involved other people; (e) that morning before they came to school. They should then analyse the decisions they have listed according to type of decision and decision style used;
- interview friends and persons in the community in order to find out how others go about making decisions and identify the decision style in each case.

***Developing the content.*** The teacher can have students:

- examine a case study that focuses on a problem in order to identify influences and interacting systems (e.g., economic, political) involved in decision making. They should identify resources available for the making of the decision, a range of alternative decisions, and the consequences of various alternatives. Each student can select what he/she considers to be the best solution and state the reason for his/her choice. Students can then exchange case studies, repeat the exercise, and compare their findings;
- collect a series of cartoons and pictures depicting various aspects of decision making and identify the aspect involved in each;
- through brainstorming, generate a list of typical problems for each of several problem areas in personal life. They should then select one problem and make a decision about it, according to their personal values, goals, and resources;
- keep a diary of all the problems or situations they have solved, identify the decision style in each case, and evaluate the effectiveness of the process used in solving the problem;
- identify problems unique to each life-cycle stage and problems that run through all life-cycle stages;
- identify barriers or obstacles to successful decision making;
- describe a situation calling for a group decision and use puppets to act out difficulties that could occur if the decision were not thought through by the whole group;
- select a classroom problem and, working in small groups, use the decision-making process to arrive at a solution through consensus. They should then examine and discuss the range of solutions in the class as a whole;
- make up a collage to illustrate the ways in which a lack of decision-making competence can affect the consumer;

- bring to class a newspaper clipping focusing on a government decision and discuss how this decision can affect the individual or family;
- explore the use of computers in individual or family decision making;
- conduct and tape on-the-street interviews in order to determine people's most pressing problems; use these as a basis for class discussion about types of problems; classify the types; and, using a decision-making process, solve some of these representative problems;
- select and watch one episode of a situation comedy on TV, identify the focal problem/concern of this episode, attempt to assess how the decision-making process was used, and identify the values underlying the decisions made;
- listen to a range of records, each of which deals with some dimension of quality of life; try to label the dimension on which each song focuses; and devise a checklist of the various dimensions. Each student should then rank these in order of importance to him/her. Using one of these items as a basis for decision making, students can illustrate how personal values can affect decision making in selected case studies;
- make an inventory of personal, family, and community resources and classify these resources according to whether they are human/non-human, tangible/intangible, individual/shared;
- identify resources that increase with use/decrease with use, are abundant/scarcely, are found in the community/throughout the world;
- using a variety of references, explore recent theories on the relationship of scarce resources to the quality of family life;
- apply creative decision-making techniques to a problem life situation relevant to themselves in order to arrive at a solution;
- conduct library research on creative thinking in preparation for leading a creative-thinking session in the classroom.

**Synthesizing the learnings.** The teacher can have students:

- collect articles describing different people's lifestyles from newspapers and magazines and, through reading and small-group discussions, try to discover from the lifestyles described: (a) evidence of values and goals, (b) the resources available to the person, (c) different types of situations calling for decision making, (d) evidence of conscious decision making, (e) indications of the consequences of decisions made;
- pose a problem related to resources management, aging, nutrition, home maintenance (or any other module in this guideline) and use the decision-making process in order to arrive at a solution to the problem;
- on the basis of case studies or personal experience, decide which decision-making style is the longest, which the fastest, which the hardest, which the easiest, which has the greatest chance of consistent success, and which has the least chance of consistent success.

**Suggested Block Plan**

A. Introduction	Hour 1
B. Kinds of Decisions and Problem Arenas	Hours 2-3
C. Influences on an Individual's Own Decision Making	Hours 4-5
D. Making Decisions: the Process; Practising the Process; the Role of Creativity; Different Styles of Decision Making	Hours 6-24
E. Resources to Assist Decision Making	Hours 25-29
F. Synthesis	Hour 30

**Suggested Units of Study**

**Decision-Making Styles**

**Objectives.** This unit will provide students with opportunities to acquire the ability to identify and evaluate different styles of decision making.

**Key question.** Are all decision-making styles equally useful?

Content	Learning Experiences
1. Recent decisions made by students	Students can share with the class an event from the previous day that required a decision and describe how the decision was made.
2. Decision-making styles:	Students can:
a) focusing on detail: excessive concern or confusion over detail	- decide which decision style was used in making the previously described decisions;
b) deciding on impulse: deciding before considering	- divide into seven groups, with each group role-playing a situation based on a teacher-developed, or acquired, case study representing one of the seven decision-making styles, so that the rest of the class can identify the style;
c) leaving the decision to others	- working individually, write down personal decisions that they have made during the previous year, month, week, and day and identify the decision-making style. They should then evaluate these decision-making styles to determine which style was most prevalent, which style(s) appeared to be missing, which styles were appropriate, and which were inappropriate;
d) deciding rationally: using logic	
e) procrastinating: delaying, taking no action	
f) deciding intuitively: making decisions based on intuition	
g) avoiding the issue	

Content	Learning Experiences
	<ul style="list-style-type: none"> <li>– develop a situation or case study and ask parents, guardians, friends, neighbours, or teachers how they would make a decision about it. They should then identify the decision-making style used in each case and evaluate the likely effectiveness of each decision.</li> </ul>
3. Comparison of decision-making styles	<p>Students can:</p> <ul style="list-style-type: none"> <li>– decide, on the basis of case studies or personal experience, which decision-making style takes the longest, which is the fastest, which is the hardest, which is the easiest, which offers the greatest chance of consistent success, and which offers the least chance of consistent success;</li> <li>– identify the style they use most frequently and consider whether they should change their style and, if so, how.</li> </ul>

Community Resources

**Objectives.** This unit will provide opportunities for students to:

- become aware of the resources within the community that are available to individuals;
- develop skill in locating a community resource.

**Key question.** How can resources within the community be used to solve individual problems?

Content	Learning Experiences
1. Community resources: human (expertise and skills, knowledge and understanding, religious and spiritual guidance); non-human (libraries, museums, parks, recreational facilities, shopping facilities, judicial system, education system, transportation system)	Students can brainstorm a list of available community agencies and facilities, organize this list into categories, and consult directories and brochures in order to supplement the list.

Content	Learning Experiences
2. Types of services provided by each community resource	<p>Students can:</p> <ul style="list-style-type: none"> <li>– work individually or in small groups to determine the kinds of problems for which each category of community resource might provide assistance in making decisions. Using brochures distributed by the various agencies, they should then develop a list of the services offered by each agency; with the aid of a list of questions generated by the group, interview a person associated with the agency in order to determine what services are provided; and share their findings with the rest of the class;</li> <li>– invite a person from the community or a panel of persons from various agencies or facilities to tell the class about the services available to the public, tape the presentation for use with other classes, and categorize the services available.</li> </ul>

3. Locating community resources	<p>Students can:</p> <ul style="list-style-type: none"> <li>– examine case studies with a view to locating agencies or facilities that might provide a service relevant to the studies (they might use the yellow pages, classified ads, and community directories) and then develop a manageable list of resources, with phone numbers and addresses;</li> <li>– locate community resources that could provide them with services or facilities to assist them in solving a personal problem.</li> </ul>
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# Entrepreneurship

## Suggested Learning Experiences

- Introducing the module.** The teacher can have students:
- generate questions in order to find out how an enterprise initiated by a local businessperson, a student, or a recent graduate got started.
- Developing the content.** The teacher can have students:
- invite an entrepreneur to discuss with the class his/her experiences and tape the discussion for later use in identifying aspects of operating an enterprise;
  - from brief biographical sketches of entrepreneurs and from case studies, prepare a profile of an entrepreneur;
  - interview entrepreneurs in order to identify specific aspects involved in planning and operating an enterprise;
  - survey the community in order to identify kinds of enterprises and speculate on why there is a market for them;
  - analyse newspaper advertisements in order to identify the kinds of enterprises in the community;
  - participate in Junior Achievement programs in order to gain practical experience in operating a small business;
  - set up and manage an in-school activity (tuck shop, newspaper, yearbook) in order to gain practical experience in planning and managing an enterprise;
  - organize a community work-experience program in order to gain knowledge about kinds of enterprises and experience in human relations;
  - examine case studies of enterprises in order to identify reasons for success or failure.
- Synthesizing the learnings.** The teacher can have students:
- prepare a loan proposal for a particular enterprise;
  - in small groups, prepare (a) a chart setting out a sequence of steps to take in planning a particular enterprise, (b) a budget for the first year's operation, and (c) a list of considerations in maintaining positive relations with the public.

## Suggested Block Plans

### Plan 1

- A. Introduction: Enterprises in the Community – Reasons for Their Existence and Location      Hour 1
- Assignment 1.** At the end of Part A, students should be given the following project, to be completed by the end of part B:
- Identify the kinds of services needed but not available in the community. What kind of enterprise might prosper? Why?
- B. Planning and Initiating a New Enterprise      Hours 2-15
- Assignment 2.** At the end of Part B, students should be given the following project, to be completed by the end of part C:
- Select *one* of the enterprises identified in assignment 1. Prepare a background outline of the information that would be needed for a decision regarding the feasibility of setting up the enterprise. (Enterprises identified might include painting, wallpapering, baby-sitting, catering, lawn cutting and snow shovelling, shopping for seniors.)
- C. Managing and Expanding an Enterprise      Hours 16-29
- D. Synthesis      Hour 30

### Plan 2

- A. Introduction      Hour 1
- B. The Entrepreneur and the Enterprise      Hours 2-4
- C. Planning an Enterprise      Hours 5-18
- D. Managing an Enterprise      Hours 19-24
- E. Expanding the Enterprise      Hours 25-29
- F. Synthesis      Hour 30

Suggested Units of Study

Identification of Demand for a Product or Service

Objectives. This unit will provide students with opportunities to:

- identify the variables affecting demand;
- develop skills in determining demand.

Key question. How does one know if there is likely to be a demand for a product or service?

Content	Learning Experiences
1. The concepts of demand and market research	<p>Students can:</p> <ul style="list-style-type: none"><li>- examine the classified ads in order to see the relationship between products and services for sale and products and services wanted;</li><li>- use a source such as the business section of a newspaper (both a current copy and one from the previous year) or the yellow pages of the telephone directory (for the current and the previous year) to prepare a graph of the availability of a particular product or service over a year's time (for example, household cleaning, carpet cleaning, chimney sweeping, beauty products, consultative services). Students should speculate about the reasons for any changes and discuss the value of such data.</li></ul>
2. Variables affecting demand: cost; location and site; competition; supply; need for a product or service; target population (distribution, age, sex, economic status, mobility, lifestyle)	<p>Students can:</p> <ul style="list-style-type: none"><li>- use their observations of the community and information gathered from reliable articles and books to prepare a list of factors affecting demand for a product;</li><li>- invite a local entrepreneur to share his/her experiences in order to check the validity of the list they have prepared.</li></ul>

Content	Learning Experiences
3. Analysis of the demand for a product or service	<p>Students can:</p> <ul style="list-style-type: none"><li>- with a particular enterprise in mind, analyse demographic charts of the community in order to arrive at conclusions about the likelihood of there being a demand for the enterprise within the target population;</li><li>- select a site for the particular enterprise chosen above, collect data about the traffic flow around that site at different times of the day and week, and prepare a graph to illustrate the traffic flow;</li><li>- survey the surrounding area in order to identify the nature and degree of competition that the enterprise would likely face;</li><li>- prepare an action plan for research into the demand for a particular product or service in the community. They should prepare the materials and practise the skills they will need to conduct this research (e.g., they could prepare a questionnaire and an interview guide and role-play the interview). The students should then carry out the research.</li></ul>
4. The skills used in determining demand	<p>Students should consider all the activities they have undertaken, identifying and listing the skills they used.</p>

Advertising an Enterprise

**Objective.** This unit will provide students with opportunities to identify and apply criteria for selecting effective advertising for an enterprise.

**Key question.** What are appropriate ways of advertising a particular product or service?

Content	Learning Experiences
1. Types of advertising media: business cards, brochures, bulletin boards, flyers, posters, newspapers, billboards, radio, TV, the yellow pages of the telephone book, others	Students can make a list of the types of advertising media in the community and speculate about why and in what circumstances each kind of medium would be used. They should then consult resource books in order to verify or revise their speculations, as appropriate.
2. Factors affecting the selection of advertising: nature of the enterprise; nature of the consumer (age, sex, income); type of appeal to be used (e.g., to emotion, reason, status, age); cost; ease of distribution; extent of audience; ingenuity	Students can: <ul style="list-style-type: none"><li>- working in groups and basing their research on a variety of advertising media, prepare a chart with three columns, in which they list businesses and indicate the kind of media and the type of appeal these businesses use in their advertising. They should then analyse the chart in order to identify any relationship among kind of enterprise, choice of media, and type of appeal used in the advertising;</li><li>- analyse three advertisements from three different sources and identify the intended consumer;</li><li>- individually, or in groups, select a product or service to be advertised, prepare a proposal for advertising it through each of two different media, and compare the cost of advertising in these different media;</li><li>- develop a list of criteria for advertising a self-initiated enterprise.</li></ul>

Content	Learning Experiences
3. Planning for advertising	In groups of three or four, students can select a product or service and plan ways of advertising it. They should be able to support their decisions.





# Home Maintenance and Care

## ***Suggested Learning Experiences***

***Introducing the module.*** The teacher can have students:

- working in groups, identify the elements that make a home liveable and safe for them;
- interview their parents or neighbours about the kinds of tasks involved in making and keeping a home liveable and safe;
- examine the classified ads in order to identify the kinds of home services that are available;
- classify the tasks and services that they have identified.

***Developing the content.*** The teacher can have students:

- individually, select an aspect of liveability that has a particular significance to them and, using appropriate resources, collect information about it. They should then develop a plan for applying this information in the future (e.g., in the selection and care of plants, the organization of drawers and closets, the arrangement of space, the use of colour and light, and the provision of study needs);
- plan ways to make a particular area of their home more pleasing and, if possible, develop the competence to carry out the plan;
- investigate practical ways of providing physical security for their homes;
- view a film concerning safety practices in the home and develop a checklist to apply to their homes;
- interview neighbours, family, or friends to learn of practical ways in which they conserve energy;
- use a “flutter test” (suspend a piece of tissue in front of a window ledge, door frame, electric outlet, etc.) in order to test whether air is leaking in;
- survey their homes for energy use; prepare an action plan for (a) optimal energy efficiency and (b) maximum energy efficiency; and discuss the relationship between lifestyle and energy efficiency;
- visit appropriate shops (e.g., building supply, hardware, and appliance stores) in order to become familiar with the variety of materials and equipment available;
- compile a list of common household repairs or adjustments that require a minimal level of knowledge and competence, select a reasonable number of these tasks, and learn how to do them;
- undertake the repair of household articles brought from home in order to develop competencies in maintaining selected appliances, equipment, or furnishings;
- visit trade fairs and home-construction sites or study resource books and magazines in order to compile ideas useful in home care and maintenance, and, using these ideas, prepare a personal “how-to” booklet;

- undertake community projects (such as the painting or building of bicycle stands, outside furniture, bus shelters, playground or park equipment) in order to gain experience in designing, measuring, hammering, and painting;
- assume responsibility for cleaning at least one item in the home for a stated period of time;
- identify alternative ways of accomplishing a particular maintenance task and list the advantages and disadvantages of each;
- examine various contracts and service plans in order to identify components essential to satisfactory accomplishment of maintenance tasks by contract.

***Synthesizing the learnings.*** The teacher can have students:

- compile a list of tools for a basic tool kit, and perhaps acquire a kit for themselves;
- compile a list of safety practices;
- prepare a week’s calendar for cleaning the home;
- prepare a year’s calendar for seasonal home maintenance;
- prepare a list of services and tradespeople needed for home maintenance.

Suggested Block Plan

A. Introduction: Considerations in Caring for and Maintaining the Home	Hours 1-3
B. Creating a Pleasing and Liveable Environment	Hours 4-14
C. Providing for Safety, Security, and Energy Conservation in the Home	Hours 15-20
D. Ongoing Repairs, Upkeep, and Cleaning	Hours 21-26
E. Accomplishing the Tasks	Hours 27-28
F. Synthesis	Hours 29-30

Suggested Units of Study

Personalizing Living Space

**Objectives.** This unit will provide students with opportunities to acquire:

- the ability to personalize living space;
- competence in decorating.

**Key question.** How does one personalize one's living space?

Content	Learning Experiences
1. Ways of decorating a room: furnishings, paint, pictures, plants, wallpaper, and so on	Students can list the methods they might use in changing the decor of their bedrooms and outline the advantages and disadvantages of each.
<i>The following content and learning experiences deal with decorating with wallpaper; other ways of decorating could be substituted, added, or studied concurrently by groups of students. At the end of the unit, students should share their perceptions of each method of decorating and reexamine the advantages and disadvantages of each.</i>	
2. Selection of wallpaper: appropriateness to room, to furnishings, and to one's personal taste; kinds of wallpaper (vinyl, embossed, prepasted, and so on); colour and design; cost	Using wallpaper sample books from neighbourhood shops (if possible), students can draw up a list of characteristics of wallpaper. From this list, they can then develop charts to indicate (a) criteria for the utilization and aesthetic selection of a wallpaper, (b) kinds of wallpaper, (c) designs, (d) costs.

Content	Learning Experiences
3. Estimating quantity and cost	Students can: <ul style="list-style-type: none"><li>- select a wallpaper from the sample books mentioned above and, using given room measurements, including the measurements of doors and windows, estimate the amount of paper they would require and its cost;</li><li>- ask a paperhanger to estimate the cost of having the job done.</li></ul>
4. Equipment needed: tape, cutting table, edging knife, scissors, brush, level, ladder, tray for water, and so on	Students can: <ul style="list-style-type: none"><li>- consult their family, neighbours, paperhangers, or books in order to prepare a list of the equipment necessary in hanging wallpaper. They should note what equipment is likely to be in the home and what equipment might have to be purchased (the cost of this equipment should be noted);</li><li>- compare the cost of doing the job themselves with the cost of contracting the work.</li></ul>
5. Safety precautions	Students can identify possible safety hazards and ways of avoiding them.
6. Application: preparing the wall surface, measuring, cutting, hanging, matching the pattern, brushing, trimming, and so on	Using sheets of appropriate material, students can work in groups to apply two or three strips of wallpaper safely.

Replacing the Plug on an Electric Lamp or Appliance Cord

**Objective.** This unit will provide opportunities for students to learn to replace the plug on an electric lamp or appliance cord safely.

**Key question.** What knowledge and competency does one need to replace a lamp plug or an appliance cord?

Content	Learning Experiences
1. Characteristics of safe and unsafe plugs	Students can examine plugs attached to cords and point out those that need replacing.
2. Selecting a plug: types, colour	Students can: <ul style="list-style-type: none"><li>- select an appropriate plug for a cord from a hardware-store catalogue;</li><li>- visit the hardware store, examine various types of plugs, and select an appropriate plug for the cord.</li></ul>

Content	Learning Experiences
3. Replacing a plug	Students can: <ul style="list-style-type: none"><li>- watch the teacher demonstrate the replacement of a plug and then replace a plug on a lamp or appliance cord themselves;</li><li>- following directions in a home-maintenance book, replace a plug on a lamp or appliance cord;</li><li>- examine plugs on lamp or appliance cords at home, identify any plugs that need replacing, obtain suitable plugs, and make the necessary replacements.</li></ul>



Ongoing Cleaning

- Objectives.** This unit will provide students with opportunities to:
- recognize the various ongoing cleaning tasks that are necessary in caring for a home;
  - recognize the supplies and equipment that are necessary in accomplishing ongoing cleaning tasks;
  - develop a plan to carry out ongoing cleaning tasks;
  - acquire competence in cleaning tasks.

**Key question.** How does one organize the ongoing cleaning of a home?

Content	Learning Experiences
1. Identification of ongoing cleaning tasks	Students can: <ul style="list-style-type: none"><li>- interview their parents/guardians or neighbours in order to find out what ongoing cleaning tasks are necessary in caring for a home. They should list all the tasks mentioned and share their lists with the rest of the class;</li><li>- brainstorm a list of the ongoing cleaning tasks that are necessary in caring for a home.</li></ul>
2. Identification of the supplies and equipment required for various cleaning tasks and acquisition of cleaning skills	Students can: <ul style="list-style-type: none"><li>- working individually or in groups, select one cleaning task from the list they have prepared; determine the cleaning supplies and equipment</li></ul>

Content	Learning Experiences
	required; watch a demonstration of, or consult a reliable book about, the cleaning task; undertake the cleaning task; prepare a <i>brief</i> demonstration for the rest of the class; and summarize the findings of each student demonstration;
	- select a cleaning task; assume responsibility for the task for a week; and demonstrate or describe, as appropriate, their experience.
3. Scheduling and being prepared for cleaning tasks	Students can: <ul style="list-style-type: none"><li>- prepare a one-week schedule of the cleaning tasks required in maintaining the home;</li><li>- make a list of the supplies and equipment that are needed in maintaining a home.</li></ul>

Energy Conservation

- Objectives.** This unit provides students with opportunities to:
- become aware of the energy consumption in a home;
  - become aware of the types of changes that often need to be made if energy is to be conserved;
  - become aware of the means of bringing about these changes in energy conservation.

**Key question.** How can lifestyle and energy use be altered in order to bring about a reduction in the consumption of energy?

Content	Learning Experiences
1. Recognition of energy-consuming appliances, tools, equipment, and practices	Students can list all the appliances, tools, and equipment that consume energy in homes.
2. Means of effecting changes in the use of energy	Students can: <ul style="list-style-type: none"><li>- examine advertisements describing various types of energy-saving measures, list those types that appear to be advocated locally, examine criteria for measures that are considered suitable for different housing situations, and summarize their findings;</li><li>- examine the incentives and programs for energy conservation that are available to Canadians and determine the feasibility of these incentives and programs;</li><li>- select one item and point out ways in which total energy consumption may be reduced through altering the item or its use.</li></ul>

Content	Learning Experiences
3. Changes in lifestyle: lowering the housing temperature, wearing more clothing; elimination of some energy-consuming practices	Each student can identify ways in which lowering energy consumption could affect his/her lifestyle.
4. Recognition of potentially undesirable heat exchange conditions	Students can, using a safe indicator, examine the areas around windows and doors in order to determine the amount of air flow; consult authorities or references in order to determine the best method of eliminating or substantially reducing this air current for the particular situation; and, if possible, take steps to remedy the situation.
5. Remedies for correcting undesirable heat loss or gain	Students can invite a reliable authority on insulation to speak to the class. They can then identify the types of insulation available, methods of installing insulation, the costs involved, and the advantages and disadvantages of each type. Students can summarize their findings by means of a chart.
6. Criteria for an energy-efficient home	Students can develop a checklist to help them determine the best use of energy for a particular home.



# Human Relations

## Suggested Learning Experiences

**Introducing the module.** The teacher can have students:

- in groups, analyse pictures, advertisements, film clips, or excerpts of dialogue in order to identify and classify aspects of human interaction;
- as a class and respecting each person's views, express ideas and share emotions about a topic of common interest (a concert, a hobby, a sport) in order to facilitate ease of communication with one another.

**Developing the content.** The teacher can have students:

- role-play examples of social graces as practised by different cultures in particular situations;
- together or in small groups, make lists of attire considered suitable for different occasions or places (e.g., for school, weddings, picnics, the farm, the factory, worship); then invite a person to discuss the attire suitable in a particular situation (e.g., a factory supervisor to discuss appropriate attire and grooming in the workplace, or a member of the clergy to discuss appropriate attire for worship). They can then develop generalizations about appropriate attire, about how an individual can express personal preferences in clothing, and about the role of attire in communication with others;
- individually, interpret some aspect of a picture or slide that portrays human interaction; in small groups, compare their individual interpretations; as a class, discuss reasons for the similarities and differences in the interpretations and arrive at some conclusions about perception;
- use other pictures, films, or television programs in order to extend and/or revise their understanding of perception;
- use examples from literature in order to identify kinds of human interaction;
- use films or videotapes in order to identify a variety of communication skills;
- use films or videotapes in order to analyse effectiveness of communication and to come to some conclusions about what contributes to effective communication;
- use mime or body language to express ideas or feelings without words in order to develop understandings about the nature of body language in communication;
- listen to someone recount an incident and then summarize the ideas and check for accuracy in order to develop listening skills;
- analyse roles in a group situation (e.g., from a short story, TV drama or commercial, street scene, or public meeting) in order to become aware of roles in human interaction;
- role-play conflict situations in order to identify possible causes for, and possible means of avoiding or resolving, conflict;

- identify, in appropriate case studies, the consequences of choices made in the lives of well-known persons. Students could then record in a personal journal a list of their choices for a week, indicating the impact of these choices on others or on themselves;
- analyse a scenario, a news article, or a short story selected from literature in order to identify the value(s) underlying the interaction among persons, identify the consequences of the interaction based on the value(s), and speculate about the consequences of the interaction based on alternative values;
- observe a student role-playing a prepared script and analyse the interpretation in order to develop understandings about the impact of word choice, tonal quality, and body language on the message received;
- analyse scenarios created and role-played by themselves (perhaps videotaped), in order to gain an understanding of the variety and nature of human interaction; scenarios could relate to situations regarding homework, a raise in pay, a social activity, use of the family car, and baby-sitting.

**Synthesizing the learnings.** The teacher can have students:

- prepare a list of behaviours that contribute to positive human interaction in order to consolidate their understanding of the impact of different kinds of behaviour;
- prepare a collage, draw cartoons, write scripts, or plan a mime for a five-minute drama presentation to illustrate positive human interaction;
- analyse, from TV clips or newspaper and radio reports, the communication or social competence of public figures in order to increase their awareness of these competencies.

## Suggested Block Plan

A. Introduction	Hours 1-2
B. Elements in Getting Along With Others	Hours 3-9
C. Role of Perception in Human Relations	Hours 10-12
D. Competencies in Communicating With Others	Hours 13-20
E. Kinds of Human Interaction	Hours 21-26
F. Roles in Human Relations	Hours 27-29
G. Synthesis	Hour 30

Suggested Units of Study

The Nature of, and the Verification of, Perception

Objectives. This unit will provide students with opportunities to:

- acquire a basic understanding of the nature of perception;
- develop the skill of verifying their perceptions.

Key question. What is perception?

Content	Learning Experiences
The nature of perception	<p>Students can:</p> <ul style="list-style-type: none"><li>- using a slide of the view from the window and working individually, record what they observed, and then, as a group, exchange observations and identify and explain differences in their observations;</li><li>- view a film, then identify ways in which their perceptions of it differ and speculate about the reasons for the differences;</li><li>- transmit orally from person to person a message written at the outset on a piece of paper; the last person who receives the oral message should check it against the written message. The class should then discuss discrepancies between the two messages in order to broaden their awareness of differences in perception;</li></ul>

Content	Learning Experiences
	<ul style="list-style-type: none"><li>- observe a student in the classroom perform a series of actions outlined on a task card. After the actions have been performed, each student should record the sequence of actions he/she observed and compare these observations with those of the other students. The class should then check the task card and discuss differences in perception. The exercise can then be repeated with a different task card;</li><li>- individually, and then in a group, (a) develop a definition of <i>perception</i>, (b) identify reasons for differences in perception, (c) identify ways of verifying perceptions and the skills involved in the process.</li></ul>



Distinguishing Between Emotional and Reasoned Responses

**Objective.** This unit will provide students with opportunities to acquire the ability to distinguish between emotional and reasoned responses.

**Key questions.** How do emotional and reasoned responses differ? Does a non-emotional response indicate a reasoned response? Does a reasoned response indicate the absence of emotion?

Content	Learning Experiences
1. Understanding the terms <i>emotion</i> and <i>reason</i>	<p>Students can:</p> <ul style="list-style-type: none"><li>- consult dictionaries for the meaning of <i>emotion</i> and <i>reason</i>;</li><li>- test their understanding of the meaning of <i>emotional response</i> by listing a variety of human emotions and expressing an idea through mime, a cartoon, or in words in such a way that one of the emotions listed is evident;</li><li>- apply the meaning of <i>reasoned response</i> by explaining a situation familiar to the class (e.g., a news item, an accident, the process for student-council elections) through mime, a cartoon, or in words in such a way that the use of reason is evident.</li></ul>

Content	Learning Experiences
2. Ways of distinguishing between emotion and reason in responses: verbal language (word choice, tone); body language; use of information; use of logic	<p>Students can:</p> <ul style="list-style-type: none"><li>- using the newspaper, radio, or TV as a source of information, list examples of human interaction during the previous week. For each example they should indicate whether it was characterized by emotion or reason;</li><li>- make a list of emotive words, and for each emotive word, write a matching non-emotive word;</li><li>- identify the message of an emotional speech from a play they have studied in literature and then restate it, using a reasoned approach;</li><li>- role-play an altercation at the scene of an accident and hold a debate on a matter of local community interest. They can then identify any differences in body language, word use, and information use between the role playing and the debate.</li></ul>
3. Awareness of the relationship between emotional and reasoned responses	<p>Students can prepare a chart to indicate (a) evidence of an emotional response, (b) evidence of a reasoned response, and (c) the appropriate and inappropriate use of such responses in different situations, such as crises, personal success, explaining, reporting an incident, decision making, and receiving good and bad news.</p>

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# Law

## Suggested Learning Experiences

**Introducing the module.** The teacher can have students:

- examine examples of legal documents (e.g., a lease, agreement of purchase and sale of a house, marriage licence, marriage contract, summons, will, collective agreement, consumer contract) in order to become (a) aware of the variety of such documents, and (b) sensitive to the need to read and understand a legal document before making a commitment;
- discuss news coverage of legal issues and/or share their own legal experiences in order to become familiar with the variety of human activities affected by the law.

**Developing the content.** The teacher can have students:

- visit courtrooms or tribunals so that, through observing cases in progress, they can become aware of the seriousness of the trial process;
- analyse decisions reached in different kinds of cases and courts (e.g., a custody case in a family court, an assault case in a criminal court) in order to identify the reason for the decision;
- invite panelists (e.g., a police officer, a lawyer, a marriage counsellor, a child advocate) to discuss their roles and responsibilities. The discussion can be taped for future use;
- using a case study (e.g., a maintenance dispute, a dispute about discrimination or harassment in the workplace, a shoplifting charge), work in groups to identify (a) the nature of the issue, (b) the principles relating to law, and (c) sources of aid for the persons involved. They should then assess the decision;
- simulate or role-play a court case in order to gain experience in legal research and to develop an understanding of the legal adversary system and the role of lawyers and judges;
- where appropriate, visit correctional institutions in order to become aware of the serious consequences of criminal behaviour;
- develop files of articles relating to various aspects of the law (e.g., consumer protection, highway traffic) in order to become familiar with (a) the language of law and (b) the variety of decisions in a particular area of law;

- undertake research projects in order to become aware of law relating to the workplace;
- invite a panel (e.g., a union member, a manager, a business owner) to discuss the legal parameters of a unionized work situation. The discussion can be taped for future use;
- brainstorm a list of highway traffic offences, rank them in order of seriousness and justify the ranking, and then invite a police officer or a crown attorney to validate the accuracy of the ranking;
- using case studies relating to consumer problems, identify the problem and an appropriate way of solving it in order to develop confidence in taking the initiative within a legal context;
- prepare a chart of the steps in a divorce action in order to develop an awareness of the implications of divorce for all involved.

**Synthesizing the learnings.** The teacher can have students develop a list of community resources that could be of assistance in situations involving the law, so that they acquire a knowledge of what help is available to them should they require it.

## Suggested Block Plan

A. Introduction: Overview of the Impact of Law on Everyday Life	Hours 1-2
B. Law and the Family	Hours 3-9
C. Law and Employment, Shelter, and Transportation	Hours 10-17
D. Law and the Consumer	Hours 18-20
E. Social Benefits Provided by Law	Hours 21-23
F. Criminal Issues: Offences, Arrest and Trial, Penalties	Hours 24-27
G. Community Resources Offering Assistance	Hours 28-29
H. Synthesis	Hour 30

Suggested Units of Study

Marriage

**Objective.** This unit will provide students with opportunities to become informed about the legal requirements for, and the legal consequences of, marriage.

**Key question.** What are the legal consequences of marriage?

Content	Learning Experiences
1. Aspects of marriage affected by the law	Individually or in groups, students can list those aspects of marriage about which there are laws and then prepare a composite list from the ones they have made. They should discuss the reasons for the inclusions of items and then examine the Marriage Act, <i>R.S.O. 1980</i> , chapter 256, or consult a lawyer, in order to check the accuracy and completeness of the list.
2. Entitlement to marry: age, marital status, residence, disability	A clergyman, lawyer, justice of the peace, or other knowledgeable person can be invited to class to provide information about entitlement to marry.
3. Formalities of marriage: licence, publication of banns, civil and religious ceremonies	Students can: <ul style="list-style-type: none"><li>- invite a newly married person to class to describe the formalities associated with marrying;</li><li>- keep a record of the legal requirements for marriage;</li><li>- prepare a sequenced outline of the formalities.</li></ul>

Content	Learning Experiences
4. The legal consequences of marriage and of common-law relationships: family property, obligations of support	Students can: <ul style="list-style-type: none"><li>- using case studies, newspaper reports, and magazine articles, analyse the nature of the legal consequences of marriage;</li><li>- interview a lawyer about the Family Law Reform Act, <i>R.S.O. 1980</i>, chapter 152; tape the interview; and then summarize the information and share it with the class.</li></ul>
5. The marriage contract: purpose, kinds of provisions	Students can: <ul style="list-style-type: none"><li>- using case studies about marriage situations, develop reasons for entering into a marriage contract;</li><li>- using a case study of marriage breakdown, consider whether a marriage contract would have been desirable.</li></ul>
6. Legal provision for equity in marriage	Students can prepare a chart with columns to indicate (a) the areas in marriage in which there is need for equity and (b) the areas in which there are legal provisions for equity. In small groups, they can then identify the ways in which the law could provide for equity in those areas in which there seems to be little or no provision for it and examine the full implications of their suggestions.

The Individual and the Resolution of Criminal Offences

**Objective.** This unit will provide students with opportunities to acquire a basic understanding of what happens in investigations and trials relating to criminal offences.

**Key question.** How can an individual be affected by a criminal charge?

Content	Learning Experiences
1. The distinction between criminal and civil cases	Students can examine notices of hearings and reports of court cases in the newspapers in order to develop an understanding of the distinction between criminal and civil cases and then verify their understanding with a lawyer, a judge, or a police officer.
2. Aspects of criminal trials: offences, police investigations, search and arrest, bail, plea bargaining, rules of evidence, the preliminary hearing, the trial, sentencing and appeals	Students can: <ul style="list-style-type: none"><li>- from the newspaper reports used above, supplemented by others if necessary, (a) develop a list of terms relating to aspects of criminal trials, (b) from the content of the articles, explain the meaning of the terms, (c) check the explanations against a dictionary definition, and with someone knowledgeable about the law;</li><li>- invite resource persons to discuss the aspects of criminal trials identified above;</li><li>- attend a trial in order to observe the process, the formalities, and the ways in which the rights of the accused are protected.</li></ul>
3. Protection of the law for the individual	Students can: <ul style="list-style-type: none"><li>- invite a person who has experienced a criminal charge and trial to class to describe his/her experience. Later, they can discuss the insights they have gained;</li></ul>

Content	Learning Experiences
	<ul style="list-style-type: none"><li>- listen to a panel discussion on how the law protects individuals. (A lawyer, a police officer, and someone from an agency such as the John Howard Society could be invited to be panelists.);</li><li>- using accepted debating procedures, debate whether it is primarily society or the individual that should have protection from the law.</li></ul>
4. The legal process in action	Students can: <ul style="list-style-type: none"><li>- using a case study of a potential criminal offence, develop a chart to identify the sequence of events that are likely to follow;</li><li>- plan and role-play a simulated trial in order to consolidate their learning.</li></ul>





# Nutrition

## ***Suggested Learning Experiences***

***Introducing the module.*** The teacher can have students:

- through an examination of the day's newspaper and current magazines, identify nutritional issues related to personal health;
- work in groups to gather a collection of food advertising (and/or articles) taken from newspapers and magazines in order to identify any relationship between current nutritional issues and food advertising (e.g., high sugar intake and advertisements for foods with a high sugar content);
- plan and carry out a survey of class food habits and analyse them in order to identify any relationship to nutritional issues or to food advertising;
- generate questions on nutrition for class, group, or individual research.

***Developing the content.*** The teacher can have students:

- discuss issues of nutrition with community resource persons (e.g., public health nutritionists, nurses, dietitians, pharmacists);
- role-play situations, for example, planning a family meal within a given budget or choosing a meal at a community restaurant or fast-food supplier, in order to become aware of monetary and nutritional considerations in food planning and choice;
- keep personal food records for one week and make a nutritional assessment of their diet;
- plan two breakfasts: first, a nutritious breakfast (e.g., orange juice, eggs, bacon, toast, milk); second, a non-nutritious breakfast (e.g., an orange drink, doughnuts, coffee or tea). They should prepare and eat these breakfasts before school on two different mornings (one each morning); record, at two or three specific times throughout the morning, their energy level, emotional outlook, and intellectual performance; and compare their records for the two days. They should then consider the nature of the breakfasts as a possible explanation of differences in the records;
- compare and analyse fad diets in order to identify their nutritional value;
- conduct surveys in the school cafeteria in order to determine the nutritional value of food choices;
- analyse the information provided on food packaging in order to identify the nutritional value of the contents;
- analyse the bacterial culture present on vending machines, tabletops, and counters in order to gather information on food safety and sanitation;
- prepare comparable food baskets from supermarkets, health-food stores, and small corner stores in order to compare nutritional value for money spent;
- compile a list of readily available sources of reliable nutrition information for student use;

- through field trips, experience unfamiliar foods and their presentation in order to broaden their awareness of different cultural and social customs related to food intake;
- compile a list of activities in which they have been involved and analyse the way in which the social and/or cultural context of the activity influenced the food eaten;
- use audio-visual resources to help them acquire a basic knowledge of food groups, nutrients, and nutrient functions;
- examine labels on cans and boxes of common foods, record the contents listed, and evaluate the nutritional content of the foods;
- prepare a representative selection of nutritious foods and dishes as a practical application of what they have learned.

***Synthesizing the learnings.*** The teacher can have students:

- compile menus for their own quick meals and snacks, keeping in mind nutritional value and available resources;
- prepare a meal plan for a month, a week, or a day, keeping in mind available resources, nutritional value, and lifestyle. Plans for different age groups and situations could be prepared;
- identify and compare their food choices in the school cafeteria both at the beginning and at the end of the module in order to determine any differences that resulted from their learning;
- keep a journal in which they evaluate their learnings during the course;
- in small groups, produce and then evaluate a "meal-on-a-budget";
- develop an individual food/eating plan based on the personal lifestyle and workstyle they expect to have after graduation.

Suggested Block Plan

A. Introduction	Hours 1-2
B. Relationship of Nutrition, Food, and Health	Hours 3-4
C. Providing for Nutrient Requirements	Hours 5-9
D. Choosing Food	Hours 10-18
E. Meal Patterns and Nutrition	Hours 19-22
F. Providing Nutritious Food: Shopping, Sanitation	Hours 23-28
G. Synthesis	Hours 29-30

Suggested Units of Study

Impact of Food Advertising on Choice of Nutritional Food

Objectives. This unit will provide students with opportunities to:

- identify the advertising techniques used in advertising food;
- distinguish between accurate and misleading nutrition information in food advertising.

Key question. How can a person identify accurate nutritional information in food advertising?

Content	Learning Experiences
1. Sources of food advertising: print, radio, TV, other	<p>Students can:</p> <ul style="list-style-type: none"><li>- examine a collection of food advertisements from a selection of magazines and newspapers, note the nutritional information provided, and identify the approaches that the advertiser uses to make people want to eat the food;</li><li>- view a videotape of several food commercials, note the nutrition information provided, and identify the kind of appeal made to the potential buyer;</li><li>- listen to an audiotape of several radio commercials advertising food, note the nutrition information provided, and note the appeal made to the buyer;</li></ul>

Content	Learning Experiences
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	<ul style="list-style-type: none"><li>- watch TV for an evening, noting the food commercials, and jot down the nutritional information provided and the type of appeal made to the potential buyer;</li><li>- using the information obtained from the learning experiences above, make a list of ways in which food is advertised (e.g., billboards, radio) and summarize the techniques used in food advertising.</li></ul>
2. Types of appeal used in advertising food	<p>Students can:</p> <ul style="list-style-type: none"><li>- using the information obtained in some of the learning experiences above, classify the types of appeal to the consumer that advertisers use to sell food;</li><li>- compare TV and print advertisements for the same product, identify the emotional appeal used in each advertisement, try to account for the similarities or differences in approach, and summarize their conclusions;</li><li>- examine food advertising from several sources that is intended to appeal to different age groups, identify the type of appeal that the advertiser is making in each case, summarize their findings, and share them with the rest of the class.</li></ul>

Content	Learning Experiences
3. Accurate and misleading advertising of food	<p>Students can:</p> <ul style="list-style-type: none"> <li>– using the nutritional information obtained from the preceding learning experiences, classify the information provided in advertising under three headings: Accurate, Misleading, or Do Not Know; they can then consult a reliable source in order to check their classifications;</li> <li>– develop a checklist to assist them in evaluating a food advertisement for accurate nutritional information.</li> </ul>
4. The relationship between food choices and advertising	<p>Students can:</p> <ul style="list-style-type: none"> <li>– compose an advertisement that would sell a nutritional food product that they want to market;</li> <li>– make a collection of advertisements containing accurate nutritional information that they could use in making food choices.</li> </ul>

## Planning for Personal Nutrition Needs

**Objectives.** This unit will provide students with opportunities to:

- acquire the ability to select foods according to the key nutrients contained in them;
- understand the main reasons that the body needs each of the key nutrients.

**Key question.** What are the nutritional needs of people?

Content	Learning Experiences
1. Classifications of foods: milk and milk products, meat and alternates, fruit and vegetables, breads and cereals, other foods	<p>Students can:</p> <ul style="list-style-type: none"> <li>– in groups or individually, select pictures of different foods from magazines or newspaper advertisements and classify them by food type. Each category should contain a variety of foods;</li> </ul>

Content	Learning Experiences
	<ul style="list-style-type: none"> <li>– select pictures of mixed foods, prepare a chart to indicate the food groups represented by the pictures, and devise a scheme for classifying mixed foods;</li> <li>– using a collection of pizza menus, classify each pizza according to the scheme developed above;</li> <li>– using a collection of wok recipes or Chinese food menus, classify each recipe or dish according to the scheme they have developed;</li> <li>– classify individual pictures of prepared foods representing different cultural origins according to the scheme they have developed.</li> </ul>
2. Key nutrients: vitamins A, B <sub>1</sub> , B <sub>2</sub> , B <sub>3</sub> , C, D, folic acid, calcium, iron, protein, fat, carbohydrates; other essential food substances – dietary fibres, water	<p>In groups, with one nutrient category assigned to each group, students can undertake to find out why the body needs each key nutrient; they can then share their information with the whole class.</p>
3. Key nutrient functions and food sources	<p>Using appropriate resources, students can prepare a table of nutrient functions and food sources for each key nutrient.</p>
4. Planning for personal nutrient needs	<p>Students can:</p> <ul style="list-style-type: none"> <li>– working individually, prepare a chart to indicate the kinds of food they consumed during the previous day, identify on the chart the kinds of nutrients provided by each food, and identify any key nutrients that were lacking;</li> <li>– plan menus for the following day, according to key-nutrient needs and personal taste preferences, and indicate alternative foods for some menu items.</li> </ul>



# Parenting

## **Suggested Learning Experiences**

**Introducing the module.** The teacher can have students:

- brainstorm about what is involved in parenting in order for them to gain an awareness of their present level of understanding;
- undertake sentence-completion and word-association exercises in order to illustrate their perceptions of parenting;
- complete a pretest about their attitudes to, and knowledge about, parenting.

**Developing the content.** The teacher can have students:

- role-play situations involving parent-child communication in order for them to (a) become aware of the competencies involved in communicating, (b) improve their competence in communication, and (c) discover ways in which self-worth can be fostered through parent-child communication;
- discuss case studies of family situations in order to become aware of (a) problem-solving skills that could be used in dealing with crises and stress, (b) ways of developing responsibility in children, and (c) ways of fostering independence in children;
- spend time in a day-care centre observing and recording child behaviour in order to gain some awareness of the normal growth and development of children;
- listen to a discussion of topics such as children's rights and parent-child communication by a panel of community resource persons (e.g., professionals, parents). The discussion could be taped for use with other classes;
- conduct interviews with parents about particular topics such as the responsibilities of parenthood, lifestyle changes resulting from parenthood, and parents' expectations for their children;
- play with children in order to observe child behaviour;
- design a nutrition program for infants or toddlers of varying ages;
- participate in consumer experiences related to parenting (comparison shopping for furniture, toys, car seats, with comparisons made on the basis of safety, appropriateness, and cost);
- volunteer as child-care workers in different settings (e.g., they can baby-sit in a home or provide child care in a dental office or in a parenting class);
- conduct research to identify the areas in which there is legal protection for children.

**Synthesizing the learnings.** The teacher can have students:

- debate the issue: To Parent or Not to Parent;
- complete a post-test about their attitudes to, and knowledge about, parenting;
- keep a personal diary of their learnings and reflections about parenting;
- prepare collages on the joys of parenting, the stresses of parenting, the responsibilities of parenting, and the lifestyle changes resulting from parenting;
- plan, prepare, and host a luncheon and play period for a group of preschoolers.

## **Suggested Block Plan**

A. Introduction: What Is "Parenting"?	Hour 1
B. Preparation for Parenthood	Hours 2-5
C. The Child's Early Years (The Infant, Toddler, Preschooler) and the Parent's Responsibilities in Meeting the Child's Needs	Hours 6-15
D. The Role of a Parent	Hours 16-22
E. The Rights of Children	Hours 23-26
F. To Parent or Not to Parent	Hours 27-28
G. Synthesis	Hours 29-30

**Suggested Unit of Study**

**The Rights of Children:  
Respect for the Child as a Person**

**Objectives.** This unit will provide students with opportunities to:

- develop an understanding of what constitutes respect for a child and what constitutes abuse of a child;
- recognize the indicators of respect and abuse;
- become aware of the law governing child abuse and the reporting of it.

**Key question.** How does one show respect for a child as a person?

Content	Learning Experiences
1. The meaning of respect for a child	Using case studies, students can point out how people show respect for children and then summarize their findings.
2. Indicators of respect	Students can: <ul style="list-style-type: none"><li>- observe parent-child interaction over a period of two or three days, jotting down indicators of respect. They can then share their findings with the class and summarize them;</li><li>- visit a nursery school or child-care centre, observe the adults interacting with the children, jot down their observations, share their findings with the class, and summarize their findings.</li></ul>
3. Kinds of abuse	Students can: <ul style="list-style-type: none"><li>- scan newspaper reports of situations involving the abuse of children, categorize the kinds of abuse, and summarize their findings;</li><li>- view a film on child abuse, identify and categorize the kinds of child abuse portrayed in the film, and summarize their findings.</li></ul>

**Content**

**Learning Experiences**

4. Society's response to child abuse: legislation, prevention, treatment services

- Students can:
- invite a speaker from the Children's Aid Society to explain section 49 of the Child Welfare Act and discuss the legal duty of every person with regard to child abuse. Students should then summarize the main points;
  - read reliable articles concerning section 49 of the Child Welfare Act and explain in their own words what this section means and what its implications are for each person. They should then summarize their findings;
  - prepare a series of questions to ask a knowledgeable person about the support services for the prevention and identification of child abuse.

5. Identifying respect for children

- Students can:
- prepare a collage to show the indicators of respect for children;
  - complete the following sentence: I show respect for children by. ...





# Resources Management

## ***Suggested Learning Experiences***

***Introducing the module.*** The teacher can have students:

- using a situation in which they must arrange to achieve a goal despite conflicting demands on their time, money, or talent, plan how to meet two demands simultaneously through the effective use of time, money, or talent (e.g., completing a school assignment and participating in school activities; attending a family celebration and fulfilling the obligations of a part-time job; participating in an activity of personal interest without relying solely on family financial support);
- identify what they wish to achieve or accomplish by the end of the following week and plan how to use their time, money, and talent to achieve their goals.

***Developing the content.*** The teacher can have students:

- using as a resource a book or magazine article containing practical ideas on time management, identify a way of managing time and apply this method to the management of their own time;
- interview persons who are involved in many activities in order to find out how they manage to accomplish what they do;
- become aware of the relationship between personal resources (time, money, talent) and goals through the development of a plan for their lives over the next five or ten years; they should include education, career plans, and activities in their plans;
- using as a resource a book or magazine article containing practical ideas on money management, identify a way of managing money; apply this method to the management of their own money for a specified period of time; and evaluate the benefit to themselves;
- working from case studies, (a) identify considerations in establishing a personal budget, (b) complete an income-tax form, (c) identify how to get the most suitable arrangements when shopping for credit;
- compare the prices, the availability and quality of goods, and the service provided by specialty stores, discount stores, department stores, and home-sales representatives;
- use role playing in order to develop an understanding of the processes involved in (a) negotiating a personal loan, (b) shopping for a used car, (c) negotiating a refund or exchange, (d) correcting an error in a billing;
- compare the cost of buying a particular item or service (e.g., clothing, car tune-up, decorator services) against the cost of doing it themselves;
- compare the benefits of buying and of renting sports equipment, clothes for special occasions, dishes, or typewriters;

- develop an inventory of the talents of the students in the class and identify ways in which each of these talents could be used, along with the management of time and money, for the achievement of lifetime goals;
- for a week, chart the way they use their time; categorize the activities and note the time allocated to them at the end of the week; evaluate whether the time has been well spent in the achievement of objectives for the week; and identify ways in which time could be reallocated;
- develop a list of goods or services needed for everyday life (e.g., transportation, clothing, recreation, housing, cleaning, food, appliance repair) and, using a specified monthly income, plan a monthly budget for each of two persons with different values and talents. Each budget should reflect the values of the person for whom it was prepared and should indicate how talent(s) can affect the use of money;
- outline the considerations involved in buying a car (or stereo equipment, or sports equipment, or a house, or insurance, or a vacation package);
- identify the essentials for living in an apartment and plan the allocation of a specified amount of money for the setting up of an apartment so as to provide for these essentials. Students could consider the ways in which they could use their time and talents to stretch the amount of money specified.

**Synthesizing the learnings.** The teacher can have students:

- given a possible scenario, plan a budget, making use of time, money, and talent;
- identify and solve a problem in (a) money management and (b) time management presented by a case study;
- work with a scenario in which the wants and needs of two persons, as well as their resources of time, money, and talent are identified; neither person alone has enough resources to provide for his/her identified wants and needs. By using the devices of "exchange" and "dovetailing", students can determine ways in which the two could meet their individual wants and needs.

**Suggested Block Plan**

A. Introduction	Hours 1-2
B. Personal Resources	Hours 3-5
C. Managing Time Resources	Hours 6-10
D. Managing Money Resources	Hours 11-20
E. Managing Talent Resources	Hours 21-25
F. Synthesis: Interaction Among the Resources of Time, Money, and Talent	Hours 26-29
G. Other Kinds of Resources for Personal Life Management	Hour 30

**Suggested Units of Study**

**Using Banking Institutions in the Management of Money Resources**

**Objectives.** This unit will provide students with opportunities to become aware of:

- the types of banking institutions available in the community;
- the types of services available at each type of banking institution.

**Key question.** How can banking institutions assist in the management of personal money resources?

Content	Learning Experiences
1. Personal banking experience: banks, credit unions, trust companies	Students can: <ul style="list-style-type: none"><li>- share with the class the circumstances (where, why, and how) under which each has used a bank, credit union, and/or trust company and relate their impressions;</li><li>- read Stephen Leacock's short story "My Financial Career" and consider the following questions: What services of the bank did the author expect to use? What steps were necessary to use these services? What was the author's impression of the bank?</li></ul>

Content	Learning Experiences
2. Types of banking institutions (banks, credit unions, trust companies) and of personal accounts and services	<p>Students can imagine that they have been given a personal gift of money and must investigate the benefits of different kinds of bank accounts before depositing the gift. They can:</p> <ul style="list-style-type: none"> <li>– read brochures distributed by banking institutions, list the features of the various kinds of bank accounts offered by the different types of banking institutions, compare the accounts offered by the different types of institutions, and, after class discussion, decide in which kind of account it is most appropriate to deposit the gift;</li> <li>– invite a representative from each type of banking institution to be part of a panel discussion (panelists can be allowed ten minutes each to describe the kinds of personal bank accounts and the services associated with them). They can then prepare a list of the accounts and associated services that each banking institution offers and compare the accounts and services offered by the different types of institutions;</li> <li>– prepare a series of questions about the personal banking accounts and associated services offered by banking institutions, select classmates to interview representatives of the three types of banking institutions, listen to the findings of the interviewers, list the accounts and services offered by banking institutions, and compare these accounts and services.</li> </ul>

Content	Learning Experiences
3. Banking transactions: opening various types of accounts, depositing and withdrawing funds	<p>Students can:</p> <ul style="list-style-type: none"> <li>– role-play opening an account, depositing money, and withdrawing funds, using a script provided by the teacher;</li> <li>– visit a nearby banking institution, open an account, deposit money, and withdraw money.</li> </ul>

### A Personal Budget

**Objectives.** This unit will provide students with opportunities to:

- consider reasons for establishing a personal budget;
- prepare a simple personal budget.

**Key question.** How can a budget help one achieve personal goals?

Content	Learning Experiences
1. Reasons for developing a personal budget	Students can examine a variety of case studies of students, individuals, and families who have budgets and of those who do not; discuss how a budget, or lack of a budget, has affected the personal lives of those in the case studies; and summarize their findings.
2. Definition of <i>budget</i>	Students can examine the case studies in the preceding activity in order to deduce a definition of budgeting.
3. Characteristics of a good budget: a goal, an estimate of income, an estimate of expenses, appropriateness for the individual	Students can read an authoritative and practical article or book on budgeting, develop a list of characteristics of a good budget, and share their list with the class.

Content	Learning Experiences
4. Developing the budget	Students can:
a) estimating income: regular (allowance, pay cheque); occasional (gift, etc.)	<ul style="list-style-type: none"> <li>– examine the information provided on a payment statement and identify the terms <i>basic pay</i>, <i>net pay</i>, and <i>deductions</i>; they should categorize deductions as fixed or flexible;</li> <li>– consult a reliable source in order to determine the costs and benefits of each deduction and summarize their findings;</li> <li>– identify sources of income in addition to, or other than, a pay cheque.</li> </ul>
b) estimating expenditures (those relevant to students): food (cafeteria); transportation; accommodation (if applicable); clothing; recreation; education; health; other	<p>Students can:</p> <ul style="list-style-type: none"> <li>– working independently, list their estimated expenditures for a set period of time, classifying them according to whether they are fixed, partially flexible, or flexible;</li> <li>– keep a record for a set period of time of all expenses and, using this information, estimate expenses for the same period of time in the future.</li> </ul>
c) the relationship between requirements (expenditures) and resources (income); flexibility in expenses	<p>Students can compare their income with their expenses, noting any discrepancy. If an adjustment of expenditure is indicated, they should identify those expenses that are fixed and those that may be adjusted and make the necessary adjustments so that expenses do not exceed income.</p> <p>Students should keep a record of actual expenses during the period of time for which the budget was prepared and make adjustments when necessary.</p>

Content	Learning Experiences
5. Reasons for budgeting: the relationship between a budget and lifestyle	<p>Students can:</p> <ul style="list-style-type: none"> <li>– discuss the positive feelings that they experienced as a result of creating a personal budget and identify the benefits of a budget;</li> <li>– continue the procedure of budgeting into the future.</li> </ul>

## Managing the Use of Time

**Objectives.** This unit will provide students with opportunities to:

- identify their long-term and short-term personal goals;
- list their goals in order of priority;
- develop the ability to control their use of time.

**Key question.** Given a constant twenty-four hours each day, how can the use of time be optimized?

Content	Learning Experiences
1. Identification of lifetime goals	Working individually and independently, students should write down, in a specified length of time (e.g., two minutes), their personal lifetime goals.
2. Identification of goals for the next two or three years	Working individually and independently, students should write down, in a specified length of time, their goals for the next two or three years.
3. Identification of things of importance now	Students can answer the question: "If I knew now that I would be struck by lightning six months from today, what would I do until then?", and then discuss either the reasons for any drastic changes in lifestyle that they considered necessary or their reasons for deciding on a lack of change in lifestyle. They can then draw conclusions about their use of time.

## Content

4. Listing goals in order of priority

5. Controlling the use of time: the need for planning, for flexibility, for refining and elaborating plans, and for making choices about the use of time

6. Establishing time-management practices

## Learning Experiences

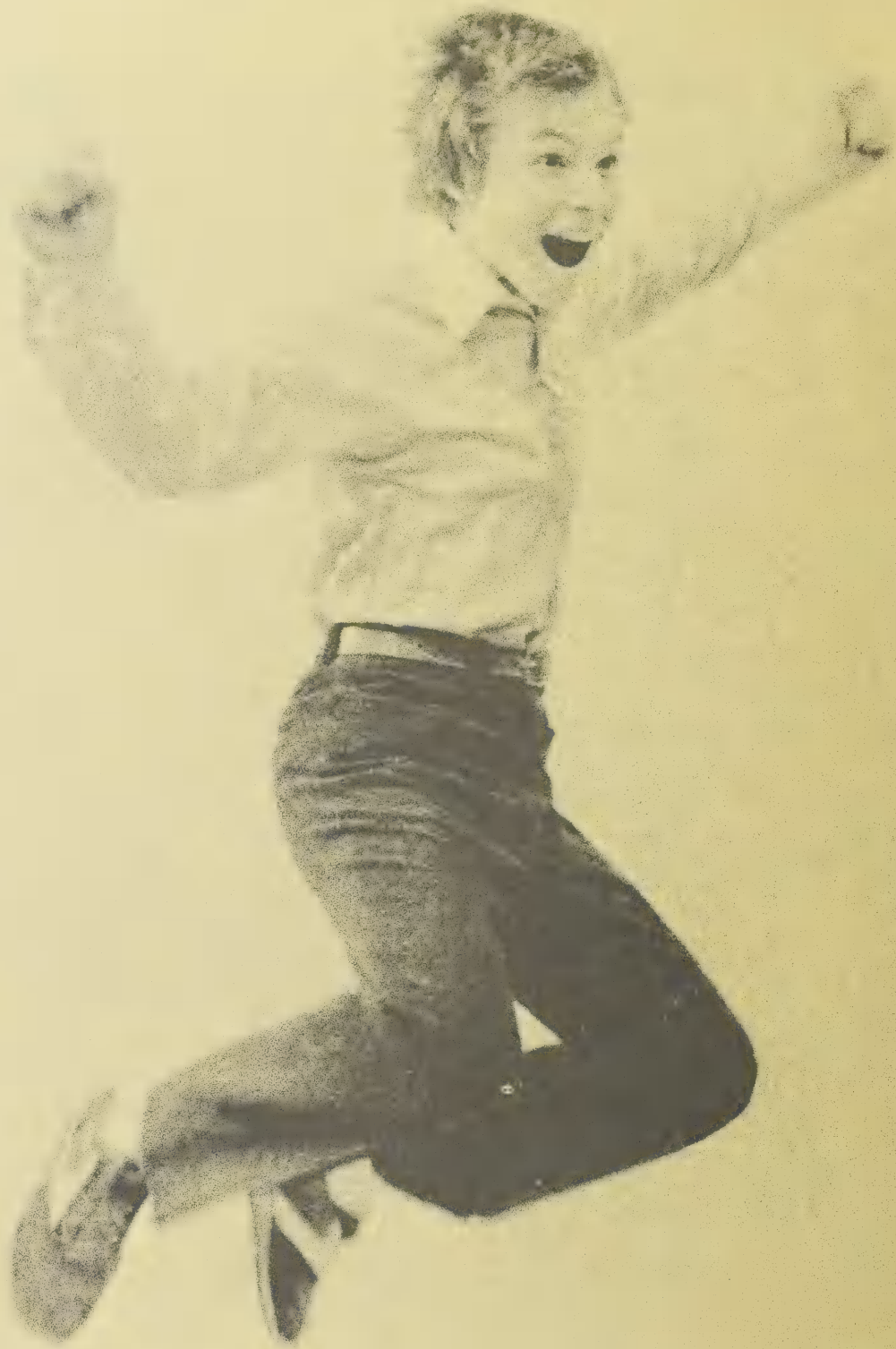
Using the goals they have listed previously, students can identify their three most important (a) lifetime goals and (b) two- or three-year goals.

Students can:

- read a book or magazine article containing practical ideas for time management;
- identify their own essential activities, routine tasks, and previous commitments; determine what time to set aside for planning; discriminate among high-priority activities, tasks, and commitments; determine the best time to accomplish activities; block in time for essential activities, routine tasks, and previous commitments; identify their own prime time; and schedule something important during their prime time. They can then reexamine their plans the next day and refine them if necessary.

Students can set aside ten minutes at the beginning of each day for a week in order to plan the day's activities. They can then keep track of each day's actual activities and, at the end of the week, compare each day's actual activities with those they had planned. On the basis of this comparison, they can develop a plan for the following week, which can be refined early Monday morning. Students should continue this process until it becomes automatic.





# Well-Being

## Suggested Learning Experiences

**Introducing the module.** The teacher can have students, in groups, examine resources (including magazines, videotapes, TV programs, record albums) in order to identify the three aspects of well-being (psychological, physical, social) and the balance among them.

**Developing the content.** Two plans for developing the content are presented below.

### Plan A

Students can participate in the following sequenced learning experience:

1. In small or large groups, students can use resources (e.g., dictionaries, case studies, magazines, newspapers, records, resource persons) in order to develop definitions of each aspect of well-being. Through discussion of the various definitions, they can develop a consensus on an appropriate definition.
2. Students can develop a list of factors influencing the achievement and maintenance of an appropriate level of well-being.
3. In small or large groups, they can identify five indicators of each aspect of well-being by:
  - a) teaching another person (a peer, a younger person, an older person) a skill and observing the progress made;
  - b) examining a case study of a person in a social situation and proposing a solution to a problem this person faces; then devising case studies to discuss in groups; and finally, in private, writing a case study and proposing a solution;
  - c) using films to identify the meaning of "self" and discussing the view that caring for oneself and becoming "the best person possible" can be a continuing process, which can affect one's sense of care for others;
  - d) identifying "great persons" from the past, from the present, or in the community or elsewhere, and discussing and listing their qualities; relating these to the case studies in (b) above; and discussing what might have happened if the person in the case study had had the qualities of the "great person".
4. Using the indicators identified in (3), students can develop a personal profile device (rating scale) for each aspect of well-being and can then measure personal levels of well-being using the profile device.

5. Using appropriate resources (e.g., resource persons, written materials), students can develop a program to try to enhance their rating in any of the indicators of well-being. For example, they could:

- a) identify a physical fitness need, select a form of exercise to improve their level of fitness, do the exercise regularly, and observe and record any changes in their level of physical fitness;
- b) observe and record what is stressful to them, devise a way to deal with it, and observe and record their progress.

### Plan B

**Note:** The following is a suggested plan for teaching the psychological aspect of well-being. This plan could be adapted for use in teaching both the social and physical aspects of well-being.

1. *Introduction.* The teacher can:

- have the class examine a number of magazine and newspaper articles that present stories about people whose behaviour has been beyond the accepted norm; or
- refer students back to the introduction of the module and elaborate on the references made to psychological well-being at that time.

The results of the introduction should be that students will become aware that:

- people of all ages can become psychologically unfit;
- all people vary at all times in their state of psychological well-being. A diagram such as the following may help to clarify this idea:



The line represents a person's normal state of psychological well-being. The joined dots represent the degree to which everyone may vary from the line from time to time;

- the term *psychological well-being* is extremely difficult to define.

2. *An attempt to define psychological well-being.*  
The teacher can:

- encourage students to think about a person they know personally who is in what they would consider to be a state of psychological well-being. Each student can then write one indicator of psychological well-being; that is, students can indicate one thing that the person does that tells them that he/she is in a state of psychological well-being;
- organize the class into groups of five or six and, using each student's indicator as a starting point, have each group develop three indicators of psychological well-being on which the group members can all agree. These are then collected from each group;
- arrange to have the whole class examine all of the indicators generated, perhaps on an overhead transparency; discuss these with the whole class and try to develop six indicators of psychological well-being on which the whole class can agree (a vote may be taken if consensus is too difficult to attain);
- have students, using the six indicators developed by the class, design a measuring device (rating scale), similar to the accompanying model, that will allow each student to measure him-/herself in order to determine his/her personal level of psychological well-being;

Indicators of Well-Being	Rating
1. _____	1 2 3 4 5 6 7 8 9 10
2. _____	1 2 3 4 5 6 7 8 9 10
3. _____	1 2 3 4 5 6 7 8 9 10
4. _____	1 2 3 4 5 6 7 8 9 10
5. _____	1 2 3 4 5 6 7 8 9 10
6. _____	1 2 3 4 5 6 7 8 9 10

- have each student use the device to create his/her own personal and private psychological well-being profile. For most students the process will stop at this point, and the objectives of the psychological well-being section of the module will have been satisfied; namely, the students will have gained an awareness of something called "psychological well-being" and will have gained some insight into their own state of psychological well-being. If one or two students wish to improve their state of psychological well-being, the teacher may wish to help them explore the question, "What can one do to improve one's state of psychological well-being?"

3. *Conclusion.* Some teachers may wish to use the process described above to help students gain an insight into their level of both social well-being and physical well-being.

**Synthesizing the learnings.** The teacher can have students:

- write an analysis of their own state of well-being;
- given certain directions (e.g., place and time for the task) and using a medium of their choice (e.g., poetry, drama, sculpture, sketch), express a personal view of well-being.

**Suggested Block Plan**

A. Introduction – What Is Well-Being?	Hours 1-2
B. The Nature of Well-Being	Hours 3-5
C. Levels of Well-Being	Hours 6-7
D. Influences on the Maintenance of Appropriate Levels of Well-Being	Hours 8-16
E. Achievement and Maintenance of an Appropriate Level of Well-Being	Hours 17-26
F. Planning for Personal Well-Being	Hours 27-29
G. Synthesis	Hour 30



Suggested Unit of Study

Stress

Objectives. This unit will provide students with opportunities to:

- become aware of what stress is, and of its positive and negative effects;
- acquire the ability to identify situations causing stress;
- become aware of, and practise, stress-reduction techniques.

Key question. How can one manage stress?

Content	Learning Experiences
1. Nature of stress	Students can, using case studies of persons in stressful situations, identify what stress seems to be and then test their conclusions by consulting a recognized authority in the field.
2. Effects of periodic and prolonged stress: on the mind; on the body	Students can: <ul style="list-style-type: none"><li>- identify and describe a stressful situation that they have observed or experienced outside of class; use mime to express the emotions aroused by the situation; and classify the emotions by level of impact in order to become aware of different levels of stress;</li><li>- carry out a research project in order to find out what can cause stress.</li></ul>

Content	Learning Experiences
3. Identification of stresses	Students can: <ul style="list-style-type: none"><li>- list ten things that cause personal stress and analyse their impact;</li><li>- list ten situations that cause stress to adults and analyse these situations in order to find out how students can be affected by them.</li></ul>
4. Stress reduction	Students can: <ul style="list-style-type: none"><li>- using case studies or a reference book, establish criteria for deciding when stress reduction is necessary;</li><li>- by interviewing knowledgeable people and/or consulting reputable articles or books, list ways of reducing stress;</li><li>- practise some progressive relaxation techniques.</li></ul>
5. Managing personal stress	Students can: <ul style="list-style-type: none"><li>- keep a personal journal for three days in which they record those kinds of situation that caused them stress and the level of stress they experienced;</li><li>- prepare a personal plan for managing stress.</li></ul>







Cecil Facer School  
Sudbury

Centennial Secondary School  
Belleville  
Hastings County Board of Education

College Heights Secondary School  
Guelph  
Wellington County Board of Education

Continuing Education Program  
St. Catharines  
Lincoln County Board of Education

Earl of March Secondary School  
Kanata  
Carleton Board of Education

École Secondaire Franco-Cité  
Sturgeon Falls  
Nipissing Board of Education

Glebe Collegiate Institute  
Ottawa  
Ottawa Board of Education

Lakefield District Secondary School  
Lakefield  
Peterborough County Board of Education

LaSalle Secondary School  
Kingston  
Frontenac County Board of Education

M. M. Robinson High School  
Burlington  
Halton Board of Education

St. Lawrence High School/École St. Laurent  
Cornwall  
Stormont, Dundas and Glengarry County Board  
of Education

St. Paul Junior High School  
Mississauga  
Dufferin-Peel R.C.S.S. Board

St. Thomas More Comprehensive School  
Hamilton  
Hamilton-Wentworth R.C.S.S. Board

Smiths Falls District Collegiate Institute  
Smiths Falls  
Lanark County Board of Education

Sprucedale School  
Simcoe

Stratford Northwestern Secondary School  
Stratford  
Perth County Board of Education

Streetsville Secondary School  
Mississauga  
Peel Board of Education

Syl Apps School  
Oakville

Thornlea Secondary School  
Thornhill  
York Region Board of Education

In addition to the above, the following schools  
were given special permission to insert the  
modules within existing courses:

Highland Secondary School  
Dundas  
Wentworth County Board of Education

Woburn Collegiate Institute  
Scarborough  
Board of Education for the City of Scarborough

**Photography**  
Paul J. Hoeffler  
Toronto

